Bertram
Primary School

2013
Independent Review Findings
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Disclaimer

This document has been based on the findings of the independent reviewers’ 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 Minister for Education, the Director General of Education, the Principal and the Board Chair.

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School and Review Details

Principal: Mr Geoffrey Hood
Board Chair: Mr Peter Feasey
School Location: Champion Drive, Bertram WA 6167
School Classification: PS Class 5
Number of Students: 760
Reviewers: Mr John Garnaut and Mr Bill Gibson
Review Dates: Self-review presentation: 13 March 2013
Review visits: 3 and 4 April 2013

1. About the Independent Review

The purpose of the independent review of Bertram Primary School is to provide an assurance to the Minister for Education, the Director General of Education, the School Principal and Board and the school community on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. The focus of the review is on:

- how well the school has improved the standards of student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes student learning
- how well the school is placed to sustain and improve its performance.

The school has been required, under the DPA, to undertake regular self-assessment. The outcomes of these assessments formed the basis for the school’s self-review which was presented to the reviewers for verification at the commencement of the independent review.
Prior to the presentation of the school's self-review, reviewers were provided with information on the school's educational achievements, its processes and its student performance data from a number of sources which include, but are not limited to:

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

Reviewers visited the school for a half-day presentation of the school's self-review by the Principal, the Board Chair and other key stakeholders chosen by the school. Subsequently the reviewers analysed the evidence presented in the school's self-review documentation and developed lines of enquiry where further verification was required.

An agenda for a two-day review visit was then negotiated with the school to enable the gathering of further evidence to clarify or confirm the claims made in the school’s self-review. During these two days the reviewers sourced information and evidence to support the school’s self-review claims through observation and discussion with teaching and non-teaching staff, board members, parents, students and the school leadership team.

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

This document reports on the findings of the independent review.
2. Summary

The reviewers observed that school improvement is beginning to occur after an extended period of below expected academic achievement, consistently below “like schools” performance in literacy and numeracy, instability characterised by ongoing high staff turnover and student transiency and ineffective governance processes of the School Board.

There are early indications that staff stability is improving although as yet this is not a trend. The re-energising of the School Board and the re-establishment of the Parents and Citizens’ Association (P&C) are positive signs of increasing community engagement and compliance with Independent Public School (IPS) governance requirements. The recent appointment of a Business Manager may consolidate financial management practices and the planned strategies of the Literacy and Numeracy National Partnership (LNNP) program will consolidate and provide good support for staff. Although current academic performance in literacy and numeracy is lower than expected, the school appears poised to benefit from these developments. Effective school leadership of the change is critical to success.

The following commendations support the school’s claims of significant strengths and areas of improvement:

- The use of a comprehensive, ongoing self-review process to establish annual academic improvement targets.
- The school organisational structure with phase of schooling teams and relevant committees provides the opportunity for collaborative and consultative decision making, policy development and review.
- The outstanding commitment and contribution to student learning and school reputation provided by the Bertram Primary School Sustainability Program particularly the Stephanie Alexander Kitchen Garden Project.
- The commitment by school leaders and staff to professional development and processes such as peer observation and “walk throughs” to improve teaching and learning practices.
- The excellent support provided by the school to the Murdoch University School of Education - School Partnership Training Program.
- Effective leadership and student performance in Science.
The following **affirmations** support continued implementation of strategies and initiatives or areas for improvement identified by the school:

- School commitment to review the set of targets and milestones to ensure more specificity in the next iteration of the Business Plan.
- The provision of ongoing support and training for board members to ensure the effective operation of the School Board.
- School commitment to extending the collaborative and highly coordinated approach used in English, Mathematics, Science and History to building a shared understanding of curriculum expectations in all learning areas.

The following **recommendations** are made to add value to the school's improvement and review processes:

- The establishment of processes for the regular monitoring of the effectiveness of major outsourced functions including teacher performance management and whole of school student performance data analysis.
- The periodic implementation of a staff health and wellbeing survey to inform school leadership of staff perceptions of school culture, staff morale, leadership and decision-making processes.
- It is recommended that future Annual Reports provide more meaningful descriptions of the analysis of student performance and the analysis of satisfaction surveys, and be more strongly promoted to the community.
- The School Board undertakes strategies to ensure that the community it represents is aware of its role, responsibilities and accountabilities, and implements formal processes to seek feedback on its own performance.
- Support be provided as needed to new P&C Committee members to assist them in understanding their role.
- The Workforce Development Plan be reviewed to highlight a stronger focus on staff retention.
3. **School Context**

Bertram Primary School, situated in the southern corridor of the Perth Metropolitan area within the City of Kwinana, provides a range of educational experiences for students from Kindergarten to Year 6 resident in the communities of Bertram, Casuarina and Emerald Park. The school achieved IPS status commencing in 2011.

The school, with an enrolment of 760 students of whom 403 (53%) are male, a Socio-economic Index (SEI) of 102.34 and an Index of Community Socio-educational Advantage (ICSEA) of 965, mainly draws children whose parents are working in the trades, many of whom are engaged in shift and/or “fly-in-fly-out” work. The transient nature of the community has caused regular variations to the SEI resulting in the school comparing its academic performance with “state” rather than “like” schools. The Principal reported that parents, while generally supportive of the school (35% of families have paid the Voluntary Contribution) are unable, due to work and family commitments, to regularly support school and class initiatives, programs and committees that are conducted or meet during school hours.

The school enrolment includes 10 students registered for Schools Plus support (1.3%), 26 Aboriginal and Torres Strait Islander students (3.4%) and 234 students (30.7%) born overseas of whom 23.5% were born in New Zealand. In addition 106 students (13.9%) are from a non-English speaking background with a significant number of these students speaking either Filipino/Tagalog or Mandarin. The school has identified both a high student transience rate of over 25% and rapid growth (an increase of 510 students since opening in 2007) as having a significant impact on teaching and learning.

The initial school infrastructure was recently upgraded to include five additional teaching areas and together with eight transportable classrooms the site accommodates the delivery of appropriate teaching and learning programs. Facilities include a purpose-built library, undercover assembly area, a music room, a visual arts room that is now, as part of the Kitchen/Garden program, used as a kitchen. Specialist teachers in Science, Physical Education and Indonesian provide DOTT time for staff. Visiting instrumental music specialists funded by the School of Instrumental Music (SIM) Program extend the music program with sessions in both the electric guitar and clarinet
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for identified students. In addition, identified students attend off-site Primary Extension and Challenge (PEAC) programs.

The school’s vision “Building Brighter Minds… Living Brighter Futures” continues to be developed and is underpinned by the belief that students at Bertram Primary School learn best when they are engaged in a variety of learning experiences, are challenged, part of collaborative relationships and feel safe and valued.

Staff capacity to implement programs that define their vision and beliefs including whole-school approaches to English, Mathematics, Science and History is enhanced by a reflective framework of school improvement and performance management.

Workforce planning has identified significant trends and factors including enrolment pressure, teaching and non-teaching staff transiency, the imbalance between fixed contract and permanent staff, the staff gender imbalance (95% female), and staff youth and inexperience (approximately 75% of the teaching staff have 5 years’ experience or less).

Careful workforce planning and innovative staff management strategies, including staff mentoring and an ongoing merit selection process to select staff supportive of the vision and culture of the school, has enabled the school to commence addressing the level of experience and the balance of permanent and fixed contract staff. In addition the school has introduced “Prospective Applicant Information Sessions” for positions and continues to work as a partner in the Murdoch University School of Education – School Partnership Training Program. Encouragingly, the staff transiency in 2012/13 was the lowest since opening in 2007 with eight teachers now on a pathway to permanency.

Bertram Primary School fosters a number of community partnerships including: the Stephanie Alexander Kitchen Garden Program, the Murdoch University School Partnership which supports teacher training and retention; the Alannah and Madeline Foundation’s Better Buddies initiative; ALCOA, and the City of Kwinana Early Years Services (KEYS) Transition to School Program that supports three year old children in the Bertram community with their transition into the school’s kindergarten program (on hold awaiting accommodation).
The school and its evolving Board are working with the community to establish an effective, stable board membership that includes community and business representation. The recently appointed Board includes representation from staff, the community and Murdoch University. It is developing its role and responsibilities as set out in the DPA. The re-establishment of the P & C committee in February 2013 following a lengthy period of inactivity is expected to enable the Board to refocus on its key role and responsibilities.

Bertram Primary School is responding to a range of challenging demographic and social changes within its community. Major issues including rapid growth, staff and student transiency, teacher inexperience and limited community involvement present significant challenges for the school as it continues to develop and embed contextually appropriate teaching and learning strategies.
4a. **School Performance - Student Learning**

The school has sound processes in place to review academic and non-academic performance. The analysis of school student performance data is in the first instance outsourced to a private consultant. This analysis is then shared through staff workshops that occur at whole school, administration team, phase of schooling and individual teacher levels. Comparisons are made with state and national normative data including like schools. Staff reported the value of the results of this analysis and the collaborative team processes for their planning purposes. It is recommended that school leadership regularly monitor the effectiveness being achieved through the outsourcing of student performance data analysis processes.

The administration team reported that between 2008 and 2012 school performance in Years 3 and 5 of the National Assessment Program-Literacy and Numeracy (NAPLAN) has been significantly lower than expected with the school frequently achieving below expected results in all test areas when compared to state or like schools. Similarly, a review of the Australian Curriculum Assessment and Reporting Authority (ACARA) *My School* data indicates that the school achieved below statistically similar schools in 2011 and 2012 in Year 3 Reading, Grammar and Punctuation, Numeracy and Spelling (2012 only). In Year 5 the school has performed below statistically similar schools in all the assessed domains. Schools Online student progress analysis indicated that in the periods 2009-2011 and 2010-2012 both student achievement and student progress were low. Some improvement in progress 2010-2012 was evident particularly in Numeracy, Reading and Spelling.

Western Australian Monitoring Standards in Education (WAMSE) data for Bertram Primary School in 2011 and 2012 indicated that school performance in Science was as expected, but performance in Society and Environment (S&E) was below expected for both years. Meeting with a Science leader and other staff at the school confirmed the excellent support for staff in this learning area. The Principal indicated that one reason for the lower than expected performance in S&E may be the current emphasis on implementing History in the Australian Curriculum, resulting in less emphasis on the breadth of the S&E learning area.

The Bertram Primary School Business Plan 2011–2014 has four main focus areas. The plan includes six improvement targets and a raft of improvement
milestones to guide the focus during the current DPA. The plan sets out educational targets and social growth milestones in four key areas:

- quality teaching practices
- improved academic outcomes
- environmental responsibility and healthy lifestyle choices
- strong and sustainable community partnerships.

Four of the improvement targets focus on academic outcomes as measured by student performance in Years 3 and 5 in NAPLAN testing and Year 5 WAMSE - Science testing. The remaining two improvement targets focus on non-academic outcomes measured by School Information System (SIS) attendance data.

The Bertram Primary School – Self Review Report included an analysis of the school’s performance for 2011 and 2012. The reviewers were able to verify the performance of the school against the six improvement targets.

The school’s assessment of its progress, as it enters the final year of the current DPA, in meeting the original Business Plan focus of improved academic outcomes is verified through the following analysis of the improvement targets:

Reduce the gap between Bertram Primary School and state mean in all NAPLAN assessments

Good progress is evident in Year 3 Writing where Bertram Primary School students achieved an average slightly better than the State mean in 2011, and slightly less than the State mean in 2012. Little significant progress is evident in all other test areas.

School administrators reported positively that student progress (Schools Online NAPLAN Progress Summary Years 3-5) in Numeracy, Reading and Spelling improved in the period from 2009-11 to 2010-12. There is insufficient longitudinal data to determine if this improvement is a trend.

Identified students will improve 3 NAPLAN bands from Year 3 to Year 5

This target is yet to be analysed by the school as it requires a comparison of a stable cohort of identified students to be assessed in Numeracy, Writing and Reading in both Year 3 (2011) and Year 5 (2013). The school has targeted a
second group of selected students initially assessed as Year 3 students in 2012 to be reassessed in 2014 as Year 5 students.

14% of students in the top 20% of Year 5 WAMSE Science

The school is yet to meet this target. Progress towards this goal is evident with the percentage of students in the top 20% increasing from 9% in both 2010 and 2011 to 12% in 2012.

No more than 20% of students in the bottom 20% of the Year 5 WAMSE Science

This target was achieved in both 2011 and 2012.

The school is commended on the targeted leadership and wide range of strategies implemented to improve student performance in Science.

Match or exceed whole school regular attendance at or above regional average

The school has met this target in both 2011 and 2012 with SIS indicating that in both years the school recorded 80% or above regular attendance compared to the district/region of less than 80%.

Improve regular indigenous attendance by 5% using SIS 2010 data (as a baseline).

The school is close to achieving this target in 2012 in a context of increasing Aboriginal student enrolment.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>Number of Aboriginal students enrolled</td>
<td>12</td>
<td>21</td>
<td>26</td>
</tr>
<tr>
<td>Percentage of Aboriginal students achieving regular attendance</td>
<td>50</td>
<td>70</td>
<td>54</td>
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Schools Online Attendance – Overall indicates that the school consistently achieves above state average in both the Aboriginal and Non-Aboriginal categories. The school has a range of effective strategies in place to improve attendance including following up on unexplained absences to minimise the impact created by a high percentage of “fly-in-fly-out” parents, extended vacations into school terms, student transiency and increasing overseas enrolments.
In addition to its primary focus on improved academic and non-academic outcomes, the 2011–2014 Business Plan also established a set of milestones for the remaining three key areas identified as pivotal to the ongoing educational and social growth of the Bertram Primary School community. Within these three key areas: the development of quality teaching practice; environmental responsibility and healthy lifestyle choices; strong and sustainable community partnerships, the school has achieved four of eleven milestones. The remaining seven milestones across the three key areas are ongoing but their relevance will be reviewed in advance of the next Business Plan.

The Administration team reported that they have found the targets of their Business Plan to be insufficiently specific and intend to rectify this in the next iteration of the Plan. They reported a high level of satisfaction with the quality and specificity of their target setting for the LNNP Program and phase of schooling team plans.

The strong focus of curriculum provision appropriately targets literacy and numeracy and the other two areas of the Australian Curriculum (Science and History). The supplementary resources provided through the LNNP Program are well planned and provide clear direction for staff in relation to whole of school approaches to Literacy and Numeracy, the roles of specialist teachers, the use of data to inform planning, case management planning, staff professional development, implementing the Australian Curriculum and parent capacity building. A Physical Education specialist teaches K-3 with plans to extend this to Years 4-6. A specialist teacher of Indonesian language teaches in Yrs 2-3 and The School of Instrumental Music conducts programs for selected students in electric guitar and clarinet. Teachers reported that they plan for integrated approaches to curriculum planning to ensure appropriate breadth of curriculum offerings across all learning areas.

The school provided little evidence of the performance of sub-groups such as gender, transient students, Aboriginal students and students from various ethnic backgrounds in their self-review presentation. However, conversations with parents supported school efforts to cater for the needs of sub-groups and individual students.
4b. School Performance - Quality of Learning Environment

It is apparent from reviewer observations and interviews with school administrators and teaching and non-teaching staff that a more positive teaching and learning environment and culture is emerging at Bertram Primary School. Staff reported improvements to school communication and team processes over the past twelve months. This, combined with increased staff retention to 2013, is resulting in increased school stability, teamwork and staff morale.

The recent refinement of school communication processes within team and committee structures provides ample opportunity for democratic decision-making and teacher development. Phase of schooling teams, with a major focus on cohesive curriculum (e.g. whole of school plans for Literacy and Numeracy) and pedagogy (e.g. focus on cooperative learning strategies and explicit teaching) across the school are well structured and led with clear links to key learning area and operational committees.

The predominantly young staff are enthusiastic, willing to learn and challenge their own pedagogical practices through peer observation and “walk through” processes by senior school administrators. Provision of resources for professional learning for staff is significant and targeted to meet individual staff and whole school needs. The focus of school academic targets for improvement are in the main to “close the gap” between Bertram Primary School NAPLAN results and state results. While these targets are appropriate in the context of concerning longitudinal data, the reviewers, in their discussions with school leaders and other staff, were not made aware of a culture of high expectation in relation to student performance across the school.

Interviews with the school leadership team, members of the non-teaching staff, parent representatives and teaching staff indicated the valuable role that Education Assistants play in the school. They actively support the teaching and learning processes and, under the guidance of members of the school administration team, provide whole of school support in some initiatives including the Better Buddies Program and the Kitchen Garden Project.

Interviews with staff and in particular parents highlighted the inclusive practices that operate within the school. Parents praised the school’s inclusive processes for supporting children with intellectual disabilities and
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acknowledged the excellent work of teachers and education assistants. Staff
use differentiated teaching practices to cater for the diverse needs of
students, including students from the range of nationalities represented in the
school.

Staff have worked collaboratively through their phase of schooling teams to
design the "Bertram Curriculum". This development, implemented to provide
curriculum direction for young staff, has been strongly informed by the
Australian Curriculum in English, Mathematics, Science and History and is
articulated in phase of schooling operational plans. The implementation of the
Australian Curriculum is progressing in line with national expectations. The
reviewers affirm the school's commitment to extending the collaborative and
highly coordinated approach used in English, Mathematics, Science and
History to building a shared understanding of curriculum expectations in all
learning areas.

The school is benefitting from a number of partnerships with community
groups. These include the Stephanie Alexander Foundation (funding to
establish the outstanding Stephanie Alexander Kitchen Garden Program), The
Alannah and Madeline Foundation (funding the Better Buddies Program), City
of Kwinana Early Years Services (KEYS) - Transition to School Program
(currently on hold awaiting the availability of a classroom), ALCOA Australia
(funding to support an initial environmental audit of the adjacent Swan area),
Murdoch University School of Education - School Partnership Training
Program and relevant government agencies such as Child and Adolescent
Mental Health Services (CAMHS) to provide additional support for "at-risk"
children. A representative from Murdoch University on the new School Board
praised the outstanding work by school staff in supporting the Murdoch
University School Partnership Training program.

The effectiveness of the school's Student At Educational Risk processes has
recently been reviewed and improved to generate a more consistent approach
across the school. The reviewers were assured through discussions with staff,
the viewing of written documentation and discussions with the Deputy
Principal providing Students at Educational Risk leadership across the school,
that students demonstrating low levels of academic ability are supported by
individual education plans and group education plans.

The reviewers meeting with the Student Council and House Leaders
highlighted student endorsement of the sustainability programs and the
contribution made by Better Buddies to the safety of the school environment.
Most members of the Student Council and House Leaders reported significant anxiety about transition to secondary school. School administrators may consider surveying the wider student body to verify the extent of this concern.

Staff report that, under the guidance of the Bertram Primary School Student Services team comprising a Deputy Principal, the school appointed Psychologist and the School Chaplain, the school’s Behaviour Management Policy is now more consistently applied across the school resulting in a more settled learning environment. Individual behaviour management plans and case conference processes including the School Psychologist and relevant outside support agencies such as CAMHS provide additional support to children exhibiting consistent extreme behaviours or in need of high level emotional support. It was reported at the parent meeting that the school exhibits a caring environment.

4c. School Performance – Sustainability

The administration team has acknowledged, both in its current workforce plan and its self-review presentation, that the history of high annual staff turnover and the ongoing phenomena of a staff profile dominated by graduates or near graduates creates particular challenges for school leadership. There has been a lack of experienced teachers at the school to guide the younger staff and to take key leadership positions. Over recent years, the distribution of leadership in key areas such as literacy, numeracy, student services, data analysis and students at educational risk has not had the desired effect of consolidating whole of school practices, and has placed additional pressure on the Principal and Deputy Principal leadership roles.

It is pleasing to note the lower staff turnover from 2012-2013 and the predicted lower staff turnover into 2014. Improvement in staff stability in 2013 has already demonstrated benefits. Staff report that recent refinement of team and committee management processes and protocols is improving the quality of communication and support. Phase of schooling teams are well structured and work collaboratively, with the priority focus being the enhancement of the quality of teaching, implementing the Australian Curriculum and consolidating whole of school curriculum and behaviour management. Key Learning Area committees in priority Australian Curriculum areas and other operational committees are well established and provide democratic forums for staff input into policy review and decision-making. Well-planned committee and team
structures ensure effective communication channels between school administration, phase of schooling teams and other essential committees. The effectiveness of these communication structures and processes will be further enhanced with increased staff stability and experience.

The high turnover of staff was also evident in the school registrar position (five registrars since late 2010). This high turnover has contributed to the overall assessment of “inadequate” in the 2012 school financial audit report. The school has responded appropriately to the findings of this report. The upgrading of the Registrar position to Business Manager may consolidate staffing in this area and stabilise financial management processes.

Policy development and review processes at Bertram are commended. They are democratic and frequently involve specific topic surveys, discussions by staff in phase of schooling teams, consideration by relevant school committees and consideration in whole of staff meetings. There are ample opportunities for staff contribution to policy development and review.

Less experienced staff are enthusiastic and energetic but often do not have the confidence to comment on issues relating to whole of school management and leadership. It is recommended that school administrators identify and implement a relevant staff health and wellbeing survey that will regularly inform the administration team on staff perceptions in areas such as school leadership, culture, staff morale, workloads and management structures.

Processes for the review and ongoing improvement of teaching practice are established through outsourced teacher performance management, peer observation and administration team “walk throughs”. Clear self-reflection frameworks for these processes are established including use of Australian Institute of Teaching and School Leadership (AITSL) standards providing the direction for quality discussions about staff teaching practice. A staff survey indicated that most staff value and benefit from these processes. Some staff suggested that greater alignment between them would be beneficial. It is recommended that there be ongoing review of these processes to ensure that the outsourced performance management is effective and closely aligned to individual teacher development needs, peer observation strategies and “walk throughs”.

The Business Plan 2011-14 provides overall school strategic direction, targets and milestones to inform other tiers of more operational planning. Previous comments in this report refer to the degree of specificity of the targets and the
intent by the administration team to review them significantly in the next planning process. Business Plan development was informed by significant analysis of student performance information.

Second tier planning occurs at phase of schooling team level. These comprehensive operational plans provide good curriculum direction through the collaboratively developed “Bertram Curriculum”, which aligns closely with relevant Australian Curriculum. The operational plans describe clear improvement targets which align with the targets of the LNNP plan. Staff are committed to the implementation of these working documents. The administration team provides clear direction to staff on planning requirements at the classroom level.

School resources are appropriately focused on the achievement of targets in the Business Plan relating to Literacy and Numeracy. They are significantly supplemented through the LNNP enabling the implementation of well-planned teacher support programs.

The school Annual Report is a key component of school accountability processes through ratification by the School Board and presentation to the wider school community. The description of school analysis of the academic and non-academic performance of students is a key content area of the Annual Report. The description of the analysis of student performance information in the most recent iteration of the Annual Report (2011) provides insufficient description to be meaningful for most community members. Further, the Annual Report does not provide information on the analysis and implications for planning of any recent staff, community or student satisfaction surveys. School administrators reported there was little uptake of the Annual Report in the community despite attempts to promote it. It is recommended that future Annual Reports provide more meaningful descriptions of the analysis of student performance and the analysis of satisfaction surveys, and be more strongly promoted to the community.

The school Workforce Development Plan acknowledges the major human resource issues for the school including the need for professional development for less experienced staff members, the need for leadership development including Level 3 Teacher status, gender balance and other specific school needs. The school may benefit from a stronger focus on staff retention in this plan.
Features of the class organisation at Bertram Primary School are multi-age (consecutive year levels) groupings (MAGS) and “looping” over a two-year cycle. Many staff reported the benefits of the looping strategy in relation to their enhanced relationships with children, enhanced understanding of children’s educational needs and children’s behaviour. Feedback from some staff and parents indicated concern with the MAGS strategy particularly in relation to implementation of the Australian Curriculum. The Principal confirmed his intention to seek feedback from staff at a future planning meeting on this issue and consider the need for review.

The Principal reported that in this first two years of the DPA the School Board was not functioning effectively. Despite the commitment of the external Board Chairperson, attendance was unsatisfactory and there has been little evidence of value-adding to the school. Very recent initiatives have resulted in the emergence of the Board with the required community and staff representation. The diversity of skills now evident amongst Board members has the potential to strengthen operations. The reviewers affirm the school’s commitment that the School Board members undergo specific training for this role. It is recommended that the Board establish a formal process to regularly review and seek community comment on its operations. Further it is recommended that the School Board undertake strategies to ensure that the community it represents is aware of its role, responsibilities and accountabilities through appropriate communications and profile development.

School senior administrators reported that the transiency in the community had contributed to difficulties encouraging participation in the P&C. After a period of inactivity, the P&C has very recently been rejuvenated under new enthusiastic and energetic leadership. Members of the new P&C reported that many parents are very happy to participate in school activities but not keen to participate in official committee positions. It is recommended support be provided as needed to new P&C Committee members to assist them in understanding their role.

It is apparent that team, committee, decision making and teacher development processes in the school are becoming better established. The sustainability of these gains is to a large extent dependent upon increasing staff stability and effective school leadership.
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 our assessment of the evidence provided by Bertram 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.

(Signature of John Garnaut, Reviewer) 17 June 2013

(Signature of Bill Gibson, Reviewer) 17 June 2013

(Signature of Richard Strickland, CEO, Department of Education Services) 20/6/13