DES IPS REVIEW 2013 FINDINGS
SUMMARY OF COMMENDATIONS, AFFIRMATIONS & RECOMMENDATIONS

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

• the work of staff in the early years to develop intervention strategies, baseline assessments, student profiling and documented plans to improve student learning
• the quality and purposefulness of whole-school programs in providing a stimulating and engaging curriculum to meet students needs
• the school’s achievement in identifying, monitoring and responding to the individual needs of students at educational risk
• the activities of the social justice group that have embedded the school’s values into the daily life of the school
• the strength, breadth and depth of the school’s partnership with parents and it’s multiple avenues of formal and informal communication with parents
• the quality leadership and commitment of the Principal and her team to ensure that student learning, an inclusive environment and positive partnerships with parents are maintained and improved
• the Board’s role in providing strategic governance to the school with strong leadership and committed membership ensuring development, oversight and monitoring of the effectiveness of business planning
• the successful strategies employed by the school to seek sustainable, meaningful partnerships with local government and the community to provide opportunities to enhance student learning and the learning environment.

The following affirmations support continued implementation of strategies and initiatives or areas for improvement identified by the school:

• the direction the school is taking to review the implementation and effectiveness of strategies in supporting improved student learning
• the school’s direction in information communication technology (ICT) implementation and its approach to the expansion of ICT support for staff for improved teaching and learning
• the school’s direction in developing a positive environment through building staff capacity and promoting professional practice
• the school’s focus on student leadership include providing personal development opportunities and seeking feedback through surveys on satisfaction with the learning environment
• the school’s direction by leadership in promoting a team culture with strong reflection on practice and self review to influence planning.

The following recommendation is made to add value to the school’s improvement and review processes:

• for future planning, a review of target setting and the effectiveness of strategies to support achievable improvement in student learning.