



Principal Selection and Placement

Landsdale Primary School

- Schools Online report
- School Workforce profile report
- Principal survey report

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Principal Selection and Placement

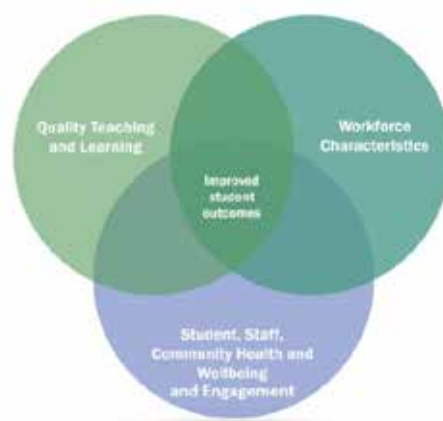
Introduction

Workforce Policy and Coordination vision is to work together to design, attract and shape our workforce. The Conceptual Model for our ongoing Workforce Planning and Development focuses on three distinct and independent domains:

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Conceptual Model for Workforce Planning and Development

Workforce Strategy
Improving Student Outcomes



School Profile

This school profile has been prepared to assist applicants gain a greater understanding of the context of the advertised school. The school profile covers the three domains of the Workforce Planning Conceptual Model.

- Quality Teaching and Learning
- Workforce Characteristics
- Student, Staff and Community Health, Wellbeing and Engagement

Applicants are expected to familiarise themselves with this information before commencing the multi-phase selection process.



Quality Teaching and Learning

This section of the school report includes details from the Department's schools online website, prepared by System and School Performance.

[Schools Online Department of Education Western Australia \(det.wa.edu.au\)](http://det.wa.edu.au)

Schools Online - School Report

Contact Information

Code 5766

Name Landsdale Primary School

Physical Address The Broadview
Landsdale
6065

Postal Address (Same as above)

Phone 08 9408 3850

Fax

School Management

Principal

Natalie Bracegirdle

Vice / Deputy Principal

Leonie Mattock
Leanne White
Kristin Bunn

Manager Corporate Services

Jacqueline Lyons



Region Management

Director of Education

Jo Harris
North Metropolitan Education Regional Office

Note:

Care needs to be taken in the interpretation of the performance related data being presented in this report, particularly where the data are based on small student numbers. Judgements should only be made with an understanding of the particular school context. Please refer to the footnotes provided within Schools Online for advice on each of the tables and graphs.

School Overview

Our students are supported to be happy and resilient. They are encouraged to make appropriate choices through our emphasis on Positive Education. This philosophy contributes to a whole school approach in managing student behaviour that minimises bullying.

Our student results compare favourably with national averages. Our teachers work in teams developing curriculum and instructional strategies to help individual students improve their learning. Parents have reported our teachers are approachable and open regarding discussing their children's learning.

The digital technology program and learning environment are innovative to cater to the needs of individual students. For instance, the early years' education taps into children's interests to create more meaningful play. Extension programs in the music, art, science and physical education programs offer access to specialist knowledge and add vibrancy to the school.

There is a strong sense of community where the school board contributes significantly to the direction and performance of the school. Our Parents and Citizens Association is also an active organisation which provides ongoing support for the school.

Landsdale Primary School is part of the Ashdale Cluster of neighbouring schools. The partnership centrepiece is an integrated, holistic kindergarten to Year 12 learning community. This has led to a shared identity and a strong sense of being an inclusive community.

Programs

Department Endorsed Programs

English as a Second Language Primary Cell Program
Primary Extension and Challenge Program

Student Numbers (as at 2022 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(49)	77	115	95	102	100	106	96	740
Part Time	98								

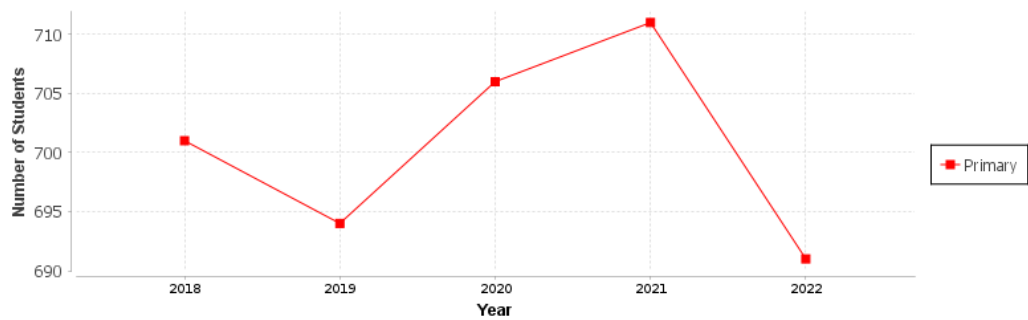
Note:

The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

Sex

	Kin	PPR	Pri	Sec	Total
Male	57	41	341		439
Female	41	36	272		349
Total	98	77	614		789

Student Number Trends (based on 2022 Semester 2 Census Data)



2022 Semester 2

	2018	2019	2020	2021	2022
Primary (Excluding Kin)	701	694	706	711	691
Upper Secondary	0	0	0	0	0
Total	701	694	706	711	691

Note:

The graph and table include only full-time students

Staff Numbers

No	FTE	AB'L
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Principals	1	1.0	0
Associate / Deputy / Vice Principals	3	3.0	0
Total Administration Staff	4	4.0	0

Level 3 Teachers	2	1.8	0
Other Teaching Staff	47	36.7	1
Total Teaching Staff	49	38.5	1

Clerical / Administrative	6	3.5	0
Gardening / Maintenance	4	1.2	0
Other Allied Professionals	26	17.8	0
Total Allied Professionals	36	22.5	0

Total	89	65.0	1
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Note:

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

Percentages of students Above, At, and Below National Minimum Standard (NMS) Levels

NAPLAN Numeracy									
2018			2019			2021			
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	97%	90%		90%	87%		82%	89%	
At NMS	3%	8%		9%	11%		16%	7%	
Below NMS	0%	2%		1%	2%		2%	5%	

NAPLAN Reading									
2018			2019			2021			
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	92%	83%		91%	91%		96%	91%	
At NMS	6%	13%		6%	9%		4%	6%	
Below NMS	2%	4%		2%	0%		0%	3%	

NAPLAN Writing									
2018			2019			2021			
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	97%	79%		95%	83%		99%	90%	
At NMS	2%	13%		3%	10%		0%	6%	
Below NMS	1%	8%		2%	7%		1%	5%	

Student-Centred Funding

Student-Centred Funding 2022

Per Student Funding	\$6,019,652.00
Student and School Characteristics	\$1,234,722.37
Disability Adjustments	\$9,924.00
Targeted Initiatives	\$174,438.43
Operational Response Allocation	\$20,094.65
Regional Allocation	\$0.00
Total 2022	\$7,458,831.45
Transition Adjustment	\$0.00
Total After Transition Adjustment	\$7,458,831.45

Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	100	0	\$499,200.00
Pre-primary	76	0	\$659,148.00
Year 1	113	0	\$980,049.00
Year 2	96	0	\$832,608.00
Year 3	100	0	\$867,300.00
Year 4	102	0	\$739,194.00
Year 5	104	0	\$753,688.00
Year 6	95	0	\$688,465.00
Total	786	0	\$6,019,652.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	12	\$25,020.00
Disability	75	\$833,810.82
English as an Additional Language or Dialect	106	\$269,320.51
Social Disadvantage	131	\$106,571.04
Sub Total		\$1,234,722.37
School Characteristics		
Enrolment-Linked Base		\$0.00
Locality		\$0.00
Sub Total		\$0.00
Total		\$1,234,722.37

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$14,441.02
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,519.99
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,648.96
Targeted Initiative: Preschool Reform Agreement	\$99,800.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,648.96
Targeted Initiative: Sporting Schools Programme	\$2,900.00
Total	\$174,438.43

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$14,452.65
Operational Response: Dental Therapy Clinics	\$5,642.00
Total	\$20,094.65



Workforce Characteristics

This section of the school report includes details about the school's workforce characteristics prepared by Workforce Planning, from the Department's corporate reporting system.



Department of **Education**

Landsdale Primary School

Five Year Profile: 2019 – 2023

Extracted as at **PAYDAY: 05/01/2023**

The purpose of this document is to aid workforce planning of schools by providing employment data over a five year period. If more information is required, please contact the Workforce Planning Branch.

Landsdale Primary School Profile 2019 – 2023

The workforce profile data in this report was extracted as at the Payday shown. FTE is listed as the work fraction on the position that the person is occupying. Note that the headcount of staff may vary throughout the report depending on whether staffs are employed in more than one position across occupational groups.

1. Current Employment

Table 1 outlines the current FTE and headcount of the total number of staff at Landsdale Primary School as of the Payday shown. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at the Payday shown. Inactive are those employees on long leave.

Below is an outline of the staff classified into each occupation group:

Leadership: principal, deputy principal

HOLA/Coordinators;

Teachers: classroom teachers;

Education Assistants: education assistants (mainstream, education support), AIEOs;

Admin: school officers, manager corporate services, business managers and school corporate staff;

Cleaners;

Gardeners; and

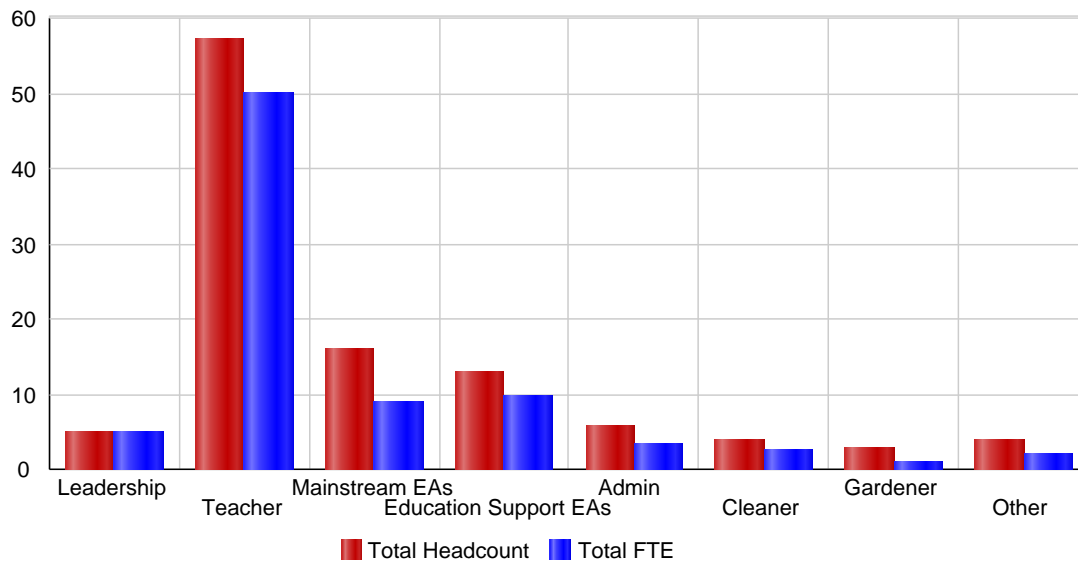
Other: library officers, network support officers, technical officers, school psychologists and other staff not included above.

Table 1 FTE and headcount of staff for occupation groups

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	5	5.0	0	0.0	5	5.0
Teacher	50	41.0	7	9.0	57	50.0
Mainstream EAs	14	7.8	2	1.2	16	9.0
Education Support EAs	12	9.1	1	0.8	13	9.9
Admin	6	3.5	0	0.0	6	3.5
Cleaner	4	2.7	0	0.0	4	2.7
Gardener	3	1.0	0	0.0	3	1.0
Other	4	2.3	0	0.0	4	2.3
Total	98	72.4	10	11.0	108	83.4

Figure 1 presents the FTE and headcount data from Table 1.

Figure 1 FTE and headcount of staff for occupation groups



2. Total Employment

Table 2 identifies trends in total employment figures and shows the headcount and FTE for each year (2019-2023).

Table 2 Total employment FTE and headcount 2019-2023

Year	Headcount	FTE
2019	97	72.8
2020	98	74.5
2021	93	70.2
2022	96	73.2
2023	108	83.4

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2019-2023

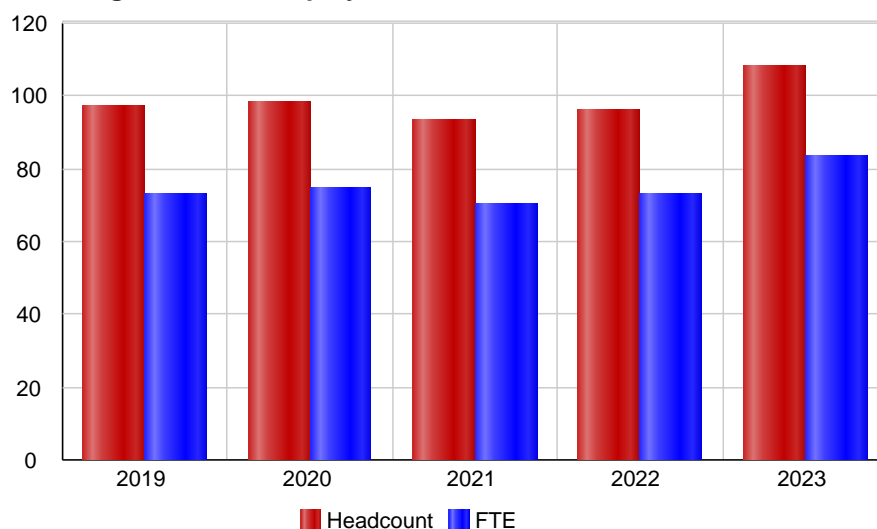


Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	5	100%	0%
Teacher	57	60%	40%
Mainstream EAs	16	6%	94%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	13	0%	100%
Admin	6	33%	67%
Cleaner	4	25%	75%
Gardener	3	0%	100%
Other	4	25%	75%
Total	108		

Table 3 identifies the current proportion of full time employees for each occupational group.

Figure 3 Categories of staff employment

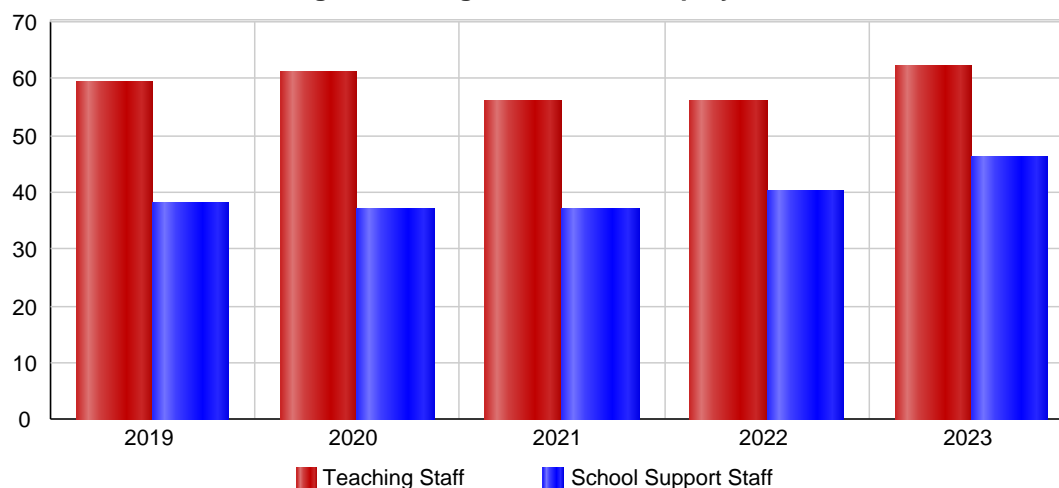


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

Table 4 presents the student and staff numbers (teaching and support) for each year since 2019.

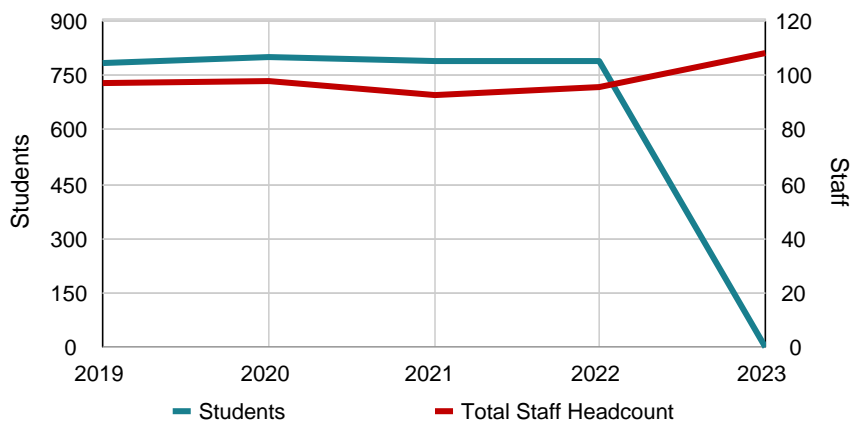
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	97	59	38	785
2020	98	61	37	796
2021	93	56	37	787
2022	96	56	40	786
2023	108	62	46	

* Note: student numbers are taken from Semester 1 schools online figures each year

As indicated in Figure 4 below, student numbers have followed a similar trend to total staff headcount.

Figure 4 Students and Staff Trend



3. Gender Profile

The gender profile below relates to all staff members as well as teaching and school support staff specifically. It details how many male and female staff members are employed at Landsdale Primary School using both headcount and FTE.

Table 5 Gender profile

Year	All Staff (Headcount)		Teaching Staff (Headcount)		School Support Staff (Headcount)	
	Male	Female	Male	Female	Male	Female
2019	13	84	6	53	7	31
2020	11	87	5	56	6	31
2021	10	83	4	52	6	31
2022	12	84	6	50	6	34
2023	14	94	7	55	7	39
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2019	8.0	64.8	4.0	43.2	4.0	21.6
2020	7.2	67.4	3.8	46.1	3.4	21.3
2021	7.0	63.2	3.4	42.3	3.6	20.9
2022	9.6	63.7	6.0	41.4	3.6	22.3
2023	10.6	72.8	7.0	48.0	3.6	24.8

4. Women in Leadership

Table 6 shows how many women held Teaching leadership (Principal/Deputy Principal) positions in 2019 and currently in 2023.

Table 6 Women in Teaching Leadership roles

Year	Leadership + HOD
2019	4
2020	4
2021	3
2022	3
2023	4

Table 6a shows how many women held School support leadership (Manager Corporate Services) positions in 2019 and currently in 2023.

Table 6a Women in School Support Leadership roles

Year	Manager Corporate Services
2019	1
2020	1
2021	1
2022	1
2023	1

5. Age Profile

Table 7 compares the age profile of staff in the categories of all staff, teaching and school support staff in 2019 with the current 2023 data.

Table 7 Comparison of age profile data

	2019			2023		
	All Staff	Teaching Staff	School Support Staff	All Staff	Teaching Staff	School Support Staff
Under 25	4	4	0	5	3	2
25 to 34	14	10	4	19	13	6
35 to 44	23	17	6	29	19	10
45 to 54	35	13	22	28	15	13
55 to 59	13	8	5	13	4	9
60 to 64	6	5	1	10	5	5
65 to 69	2	2	0	4	3	1

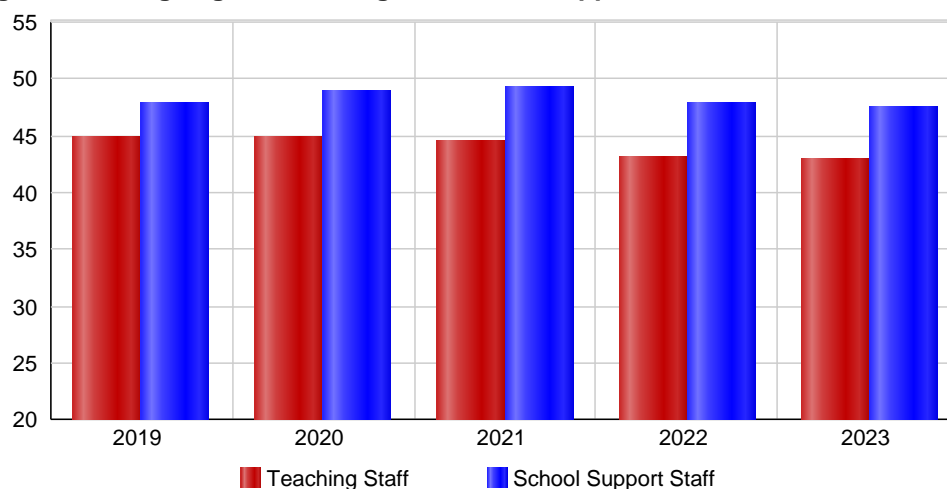
5.1 Average Age

Table 8 provides the average age of all staff members, teaching staff and school support staff as well as the average age of males and females.

Table 8 Average age of all staff members 2019 to 2023

Year	All Staff	Teaching Staff	School Support Staff	Males	Females
2019	46.1	44.9	47.8	48.4	45.7
2020	46.4	44.8	48.9	47.8	46.2
2021	46.3	44.4	49.2	45.9	46.4
2022	45	43	47.8	42.2	45.4
2023	44.8	42.9	47.4	47.4	44.4

Figure 5 Average age of teaching and school support staff members 2019 to 2023



6. Diversity Profile

This Section examines the number of Aboriginal and Torres Strait Islander (ATSI) staff, Culturally and Linguistically Diverse (CALD) staff and people with disabilities. The data is presented in both headcount and FTE.

Table 9 Diversity of staff members 2019 to 2023

Year	Aboriginal and Torres Strait Islander		Culturally and Linguistically Diverse (CALD) staff		People with Disabilities	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2019	0	0.0	4	2.9	1	1.0
2020	0	0.0	6	3.7	1	0.8
2021	0	0.0	5	3.3	1	0.8
2022	0	0.0	6	4.3	0	0.0
2023	1	0.2	10	6.9	0	0.0

Note that employee disclosure of this data is optional and diversity information should only be used for reporting purposes and to develop and inform employees of professional learning programs relating to employment.

7. Leave

This section is divided into teaching staff and school support staff and examines the number of sick and personal carers leave days taken at Landsdale Primary School. Average leave taken per staff member is calculated by the sum of leave with evidence, leave without evidence and unpaid leave, divided by staff FTE.

7.1 Sick and Personal Carers leave of teaching staff

Table 10 Sick leave for teaching staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per Teaching Staff FTE
2019	237.5	246	1	9.8
2020	281	224.9	4	11.0
2021	269.5	239.5	7.5	11.1
2022	256.5	192.6	0	8.8

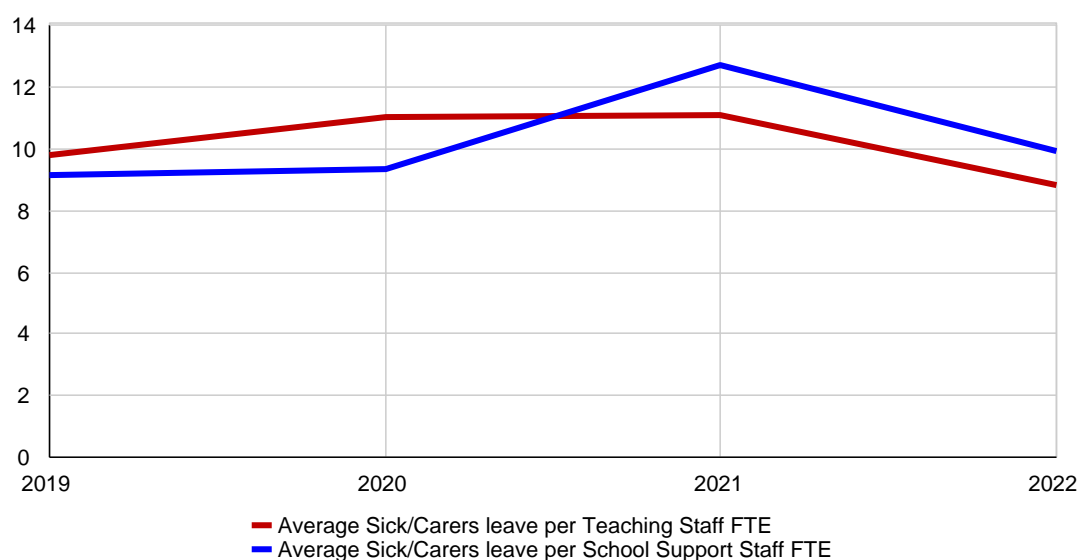
7.2 Sick and Personal Carers leave of school support staff

Table 11 Sick leave for school support staff

Sick/Personal Carers Leave	Leave with evidence (days)	Leave without evidence (days)	Unpaid (days)	Average Sick/Carers leave per School Support Staff FTE
2019	130	99.6	4.4	9.1
2020	116.4	119.3	0	9.3
2021	182.8	133.5	3.3	12.7
2022	121.4	150.3	8.9	9.9

Figure 6 Illustrates the sick and personal carers leave trends for teaching and school support staff between 2019 and 2023.

Figure 6 Sick and Personal Carers leave trends 2019 to 2023



8. Resignations and Retirements

8.1 Estimated Resignation Rate

Table 12 Resignation rate

Year	Resignations	Male	Female	Ave. Age	Rate of Resignation
2019	0	0	0		0.0%
2020	0	0	0		0.0%
2021	1	0	1	41.3	1.1%
2022	2	0	2	38.3	1.9%
Total	3	0	3		

Table 12 tallies the number of staff members who resigned over the past four years. The rate of resignation is a headcount of resignations divided by total staff headcount.

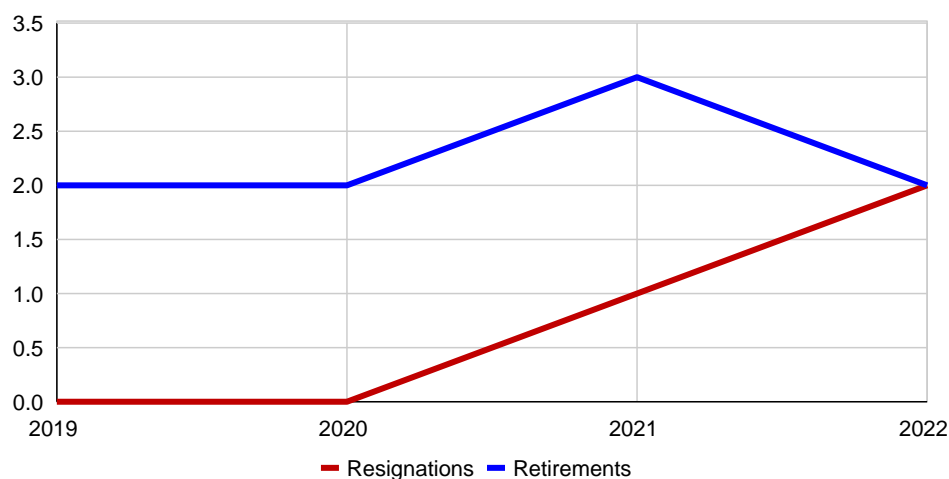
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2019	2	1	1	60.8	2.0%
2020	2	1	1	63.2	2.1%
2021	3	0	3	61.5	3.2%
2022	2	0	2	57.8	1.9%
Total	9	2	7		

Figure 7 Comparison resignation and retirement numbers



8.3 Potential Retirements

For the purposes of predicting retirement, staff aged 65 and over are considered ready to retire in the short term, staff aged between 60 and 65 are considered to be at retirement age in the medium term and staff aged between 55 and 60 are considered to be at retirement age in the longer term.

Table 14 Possible Retirements as per age group

Occupation Group	55 to 59		60 to 64		65 to 69		70 and over	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Leadership	2	2.0	1	1.0	1	1.0	0	0.0
Teacher	2	2.8	4	4.6	2	1.4	0	0.0
Mainstream EAs	0	0.0	3	1.3	0	0.0	0	0.0
Education Support EAs	2	1.6	0	0.0	0	0.0	0	0.0
Admin	3	1.9	0	0.0	0	0.0	0	0.0
Cleaner	1	1.0	1	0.4	1	0.9	0	0.0
Gardener	2	0.6	1	0.4	0	0.0	0	0.0
Other	1	1.0	0	0.0	0	0.0	0	0.0
Total	13	10.9	10	7.7	4	3.3	0	0.0

Figure 8 Potential retirements as per age group

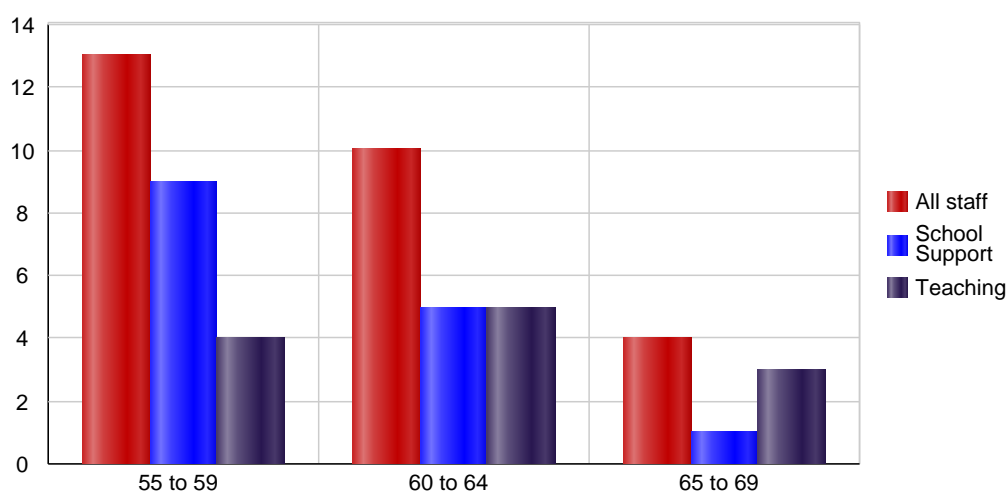


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

9. Teacher Data (Non-leadership staff under teachers agreement)

Table 15 identifies the number and percentage of staff employed under permanent and fixed-term contracts

Table 15 Employment Class (Teachers)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	47	12	80%	20%
2020	48	13	79%	21%
2021	43	13	77%	23%
2022	45	11	80%	20%
2023	47	15	76%	24%

Figure 9 Employment Class (Teachers)

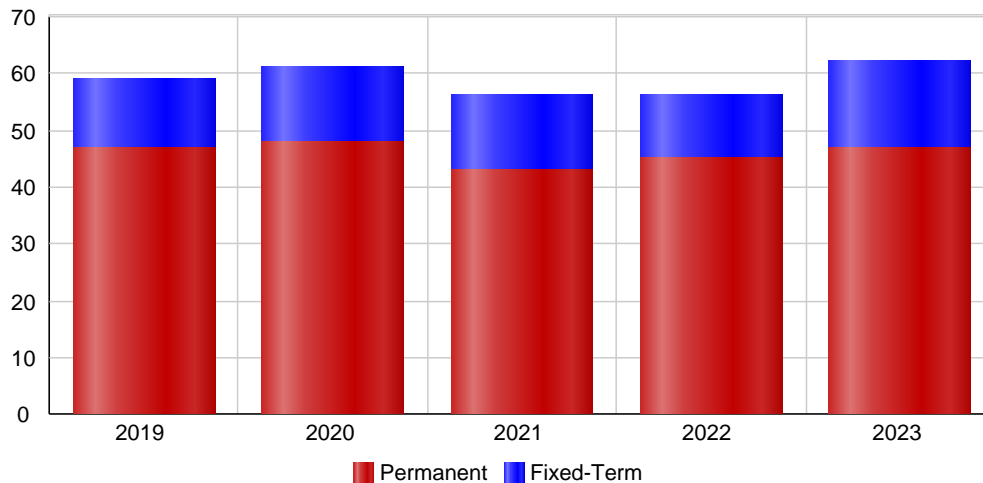
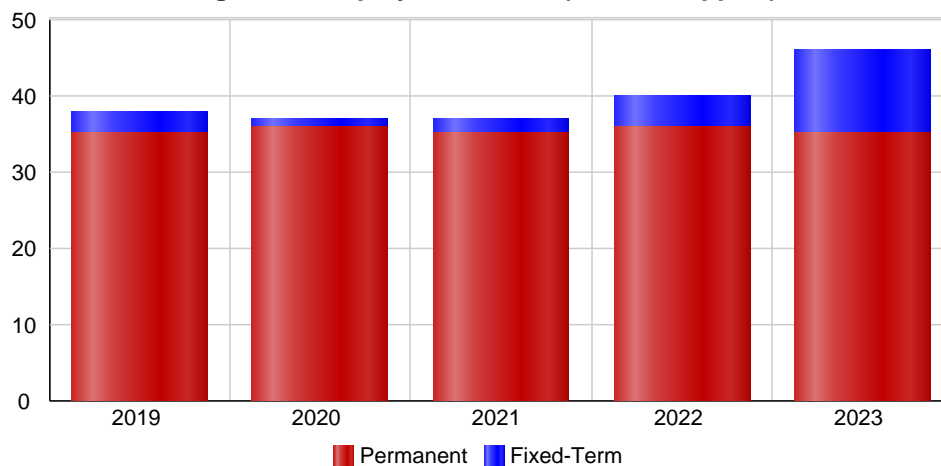


Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	35	3	92%	8%
2020	36	1	97%	3%
2021	35	2	95%	5%
2022	36	4	90%	10%
2023	35	11	76%	24%

Figure 9a Employment Class (School Support)



9.1 Pay Grade

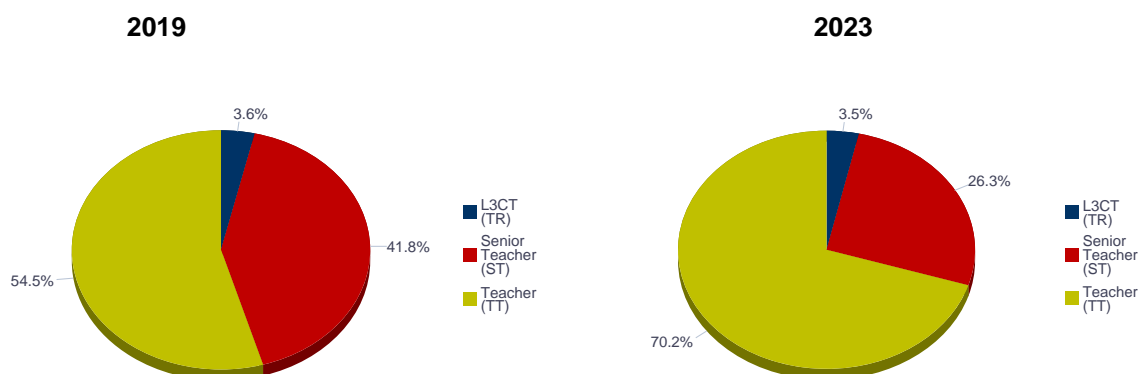
Table 16 provides the pay grade of teachers at Landsdale Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2019	2	1.5	23	18.0	30	23.5
2020	3	2.7	19	15.7	34	26.9
2021	2	1.8	16	13.3	34	26.6
2022	2	1.8	15	11.8	35	29.9
2023	2	1.8	15	14.4	40	33.9

Figure 10 provides the proportion of teachers in each teaching category from regular classroom teacher to L3CT.

Figure 10 Teacher pay grades 2019 and 2023



10.1 Accrued Leave as at **05/01/2023**

Accrued Leave clearance is a priority for all Departmental employees. The tables below indicate the number of staff and their leave balances with emphasis on those in excess of the current standards. The tables also show the number of employees who will gain another long service leave accrual and those who have RTS Leave or are participating in Deferred Salary Arrangements.

Long service Leave is required to be cleared within 2 years of the leave becoming available.

For further information regarding the data presented below please contact Workforce Planning Branch.

Table 17 Accrued Long Service Leave - Days available

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Less than 65	27	18	45

Table 18 Long Service Leave - Staff with next accrual in 2023 or 2024

Long Service Leave Next Accrual	Employee Group		
	Teach	School Support	Total
Next Accrual in 2023	5	4	9
Next Accrual in 2024	6	1	7

Table 19 Accrued Annual Leave - Days available

Annual Leave Days	Employee Group		
	Teach	School Support	Total
Less than 20	0	2	2

Table 20 Other Leave Types - Staff with Remote Teaching and Deferred Salary Leave

Other Leave	Employee Group		
	Teach	School Support	Total
Rural Teaching Leave	0	0	0
Employees on Deferred Salary Scheme Leave	1	0	1
Employees Accruing Deferred Salary Scheme Leave	2	0	2

Student, Staff and Community Health, Wellbeing and Engagement

This section of the school report includes details about the school context obtained from the school principal.

Additional information about the school context can be obtained from:

- the school's website
- the [school's annual report](#)
 - may include community, student, and parents/carers engagement survey results
- Australian Bureau of Statistics [Quick Stats](#), by location
 - search by location to find summary data about families and dwellings in the area
- Australian Early Development [Census](#)
 - Search by location to find summary data about early childhood development outcomes in the area

Principal Survey report: Landsdale PS

Whole school approaches/programs

The top five of the school's key programs or approaches

Learn and Strive-Instructional Framework
Talk 4 Writing/Seven Steps
Guided Reading/Reciprocal Reading
BYOD years 4-6 (iPads for remainder of the school)
PLD-phonics

Targeted programs

School-based programs that target specific groups of students

Bond Blocks -maths intervention (1 & 2)
Minilit Sage-literacy intervention (PP-2)
SEN planning/reporting for students with special needs/learning difficulties
STEM/Science extension (4-6)
Specialist extension programs (5 & 6)

Professional learning

Most recent whole-school professional learning activities

Courageous Leaders program and school culture-Luke George
English grammar-LDC
Having difficult Conversations-Helen Davidson
Behaviour support and tiered intervention-internal
Trauma Informed practice-School psychologist

Student welfare	Yes	No	Details/Provider
After school care provision	1		Landsdale Afterschool care
Pre-kindergarten program or partnership		1	

Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen	1		1			
School breakfast club		1	N/A	N/A	N/A	N/A

Days available	Mon	Tues	Wed	Thurs	Fri
Canteen	1	1	1	1	1
School breakfast club					1

Parent education

New kindergarten family session-4x Pop in and play, readiness to read-library session (in house)
 Paul Litherland-Technology
 Claire Eaton-Transition to high school

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	4
Community representatives	1
Other	NA

Voluntary contributions In 2022	% received
\$60.00	75%

Capital works projects	
Are there any capital works projects in progress?	Canteen renovation-undertaken in Jan 2023
Are there any capital works projects pending in the next 18 months?	N/A
Have any capital works applications been submitted and awaiting a decision?	No

Community based committees, excluding the Council/Board that this school operates

P&C-joint canteen renovation 250
KParent link-in school communication tool run by parents to provide increased communication about school activities and events

Deed of Licence Agreements

Landsdale After School Care (Expires March 2024)
Tudor Uniforms (Expires June 2025)
Football West (Expires December 2023)
Get Active Sports (Expires December 2023)
Grasshopper Soccer (Expires December 2023)
InStyle Tennis (Expires December 2023)
Perth Running Club (Expires December 2023)
WA Cricket (Expires December 2023)

Sponsorship arrangements

NIL

Summary

The two sections below can relate to Quality Teaching and Learning; Workforce Characteristics or Student, Staff and Community Health, Wellbeing and Engagement.

Commendations

Four things that the school is doing well

- Targeted intervention
- Collaborative practices
- Whole school curriculum processes
- Strong financial processes

Recommendations:

Four areas that would benefit from further improvement

- EALD-develop and embed teacher use of progress map
- Distributed leadership- a support process to develop leadership opportunities
- Aboriginal Cultural framework-embed practice and unpack the document further
- Improve staff facilities including a larger staff room which would support the high staffing levels of a level 6 primary school.