Principal Selection and Placement

Greenmount 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
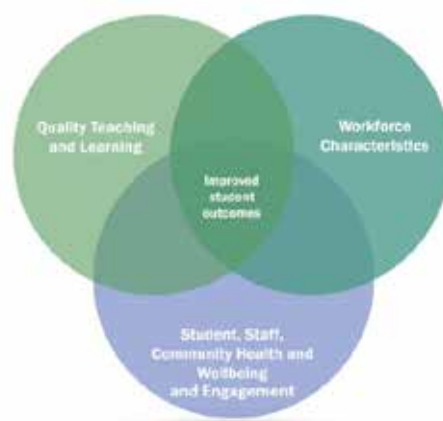
School Profile

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)](#)

Schools Online - School Report

Contact Information

Code	5196
Name	Greenmount Primary School
Physical Address	50-68 Innamincka Road Greenmount 6056
Postal Address	(Same as above)
Phone	08 9257 0600
Fax	

School Management

Principal
Natalie Astle

Vice / Deputy Principal
Amy Mcewen
Evangeline Matzkov

Manager Corporate Services
Lina Verdiglione
Leah Stamenich

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

Since 2015, Greenmount Primary has been an Independent Public School. Located on the historical site of Blackboy Hill, 20km east of the CBD, Greenmount Primary School has an excellent reputation for being a friendly, caring community with a focus on nurturing all students throughout their primary school years.

All students are taught to be kind with their words and actions, include everyone in their games and activities and keep the school safe and orderly. Teachers support and encourage the development of positive behaviours, explicitly teaching key social and resiliency skills. Students learn to make appropriate choices about behaviour and positive choices are acknowledged through a tiered system of awards which are presented at our assemblies.

Staff work together to engage 370 Kindergarten to Year 6 students in a varied, targeted academic program. Through collaborative planning, regular monitoring of student progress and providing additional support when required our teachers and education assistants are motivated to provide every child with the opportunity to do their very best. Engaging classroom programs are also supported by programs in Visual Art, Physical Education, Japanese and Music which are taught by specialist teachers.

We are fortunate to have an active School Board and P&C association who make a significant contribution to a collaborative organisation which is dedicated to meeting the academic and social needs of all students.

At Greenmount Primary we aim to provide students with an inclusive, caring, safe and cooperative learning environment. Our teaching and learning programs are based on our underlying beliefs that students learn best when: *they have a caring and safe environment where their efforts and contributions are valued and they feel supported *they are set high expectations and appropriate goals and provided with regular, ongoing, informative feedback *their individual, social, physical, emotional and learning needs are met *their learning is integrated, purposeful and connected to real life situations *students, home and school have a commonly understood purpose and work together.

Programs

Department Endorsed Programs

Primary Extension and Challenge Program

Student Numbers (as at 2022 Semester 2)

Primary

	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(34)	49	57	42	54	47	40	53	376
Part Time	56								

Note:

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

Sex

	Kin	PPR	Pri	Sec	Total
Male	33	21	144		198
Female	23	28	149		200
Total	**56**	**49**	**293**		**398**

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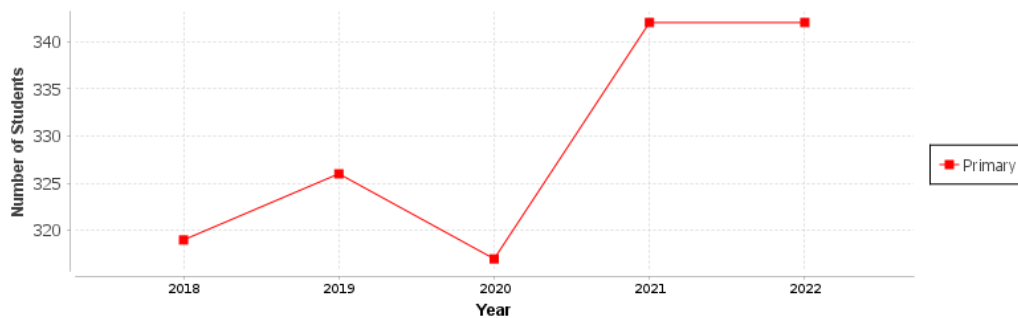
2022 Semester 2

	2018	2019	2020	2021	2022
Primary (Excluding Kin)	319	326	317	342	342
Upper Secondary	0	0	0	0	0
Total	319	326	317	342	342

Note:
The graph and table include only full-time students

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	2.0	0
Total Administration Staff	3	3.0	0

	No	FTE	AB'L
Level 3 Teachers	1	0.5	0
Other Teaching Staff	23	18.1	0
Total Teaching Staff	24	18.6	0

	No	FTE	AB'L
Clerical / Administrative	3	2.0	0
Gardening / Maintenance	1	0.6	0
Instructional	1	0.5	1
Other Allied Professionals	10	6.8	0
Total Allied Professionals	15	9.9	1

	No	FTE	AB'L
Total	**42**	**31.5**	**1**

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	89%	80%		79%	79%		79%	87%	
At NMS	11%	18%		20%	11%		14%	12%	
Below NMS	0%	2%		2%	11%		7%	2%	

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	86%	80%		77%	77%		77%	87%	
At NMS	14%	13%		12%	17%		19%	8%	
Below NMS	0%	7%		11%	7%		5%	6%	

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	95%	67%		87%	63%		90%	83%	
At NMS	5%	18%		11%	17%		5%	17%	
Below NMS	0%	16%		2%	20%		5%	0%	

Student-Centred Funding

Student-Centred Funding 2022

Per Student Funding	$3,012,812.00
Student and School Characteristics	$594,714.51
Disability Adjustments	$0.00
Targeted Initiatives	$113,185.41
Operational Response Allocation	$61,381.75
Regional Allocation	$0.00
Total 2022	**$3,782,093.67**
Transition Adjustment	$0.00
Total After Transition Adjustment	**$3,782,093.67**

Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	**Above Threshold**	
Kindergarten	56	0	$279,552.00
Pre-primary	47	0	$407,631.00
Year 1	55	0	$477,015.00
Year 2	45	0	$390,285.00
Year 3	52	0	$450,996.00
Year 4	46	0	$333,362.00
Year 5	40	0	$289,880.00
Year 6	53	0	$384,091.00
Total	**394**	**0**	**$3,012,812.00**

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	39	$78,389.70
Disability	33	$167,673.46
English as an Additional Language or Dialect	1	$1,464.00
Social Disadvantage	104	$86,142.21
Sub Total		**$333,669.37**
School Characteristics		
Enrolment-Linked Base		$261,045.14
Locality		$0.00
Sub Total		**$261,045.14**
	Total	**$594,714.51**

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional support for delivery of mental health programs	$11,479.50
Targeted Initiative: In School State Funded Chaplaincy Program	$2,239.99
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	$11,648.96
Targeted Initiative: National School Chaplaincy Programme	$20,280.00
Targeted Initiative: Preschool Reform Agreement	$55,888.00
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	$11,648.96
Total	**$113,185.41**

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	$10,213.75
Operational Response: Faults Management Program	$51,168.00
Total	**$61,381.75**

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**

Greenmount 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.

Greenmount 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 Greenmount 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	3	3.0	0	0.0	3	3.0
Teacher	26	20.0	0	0.0	26	20.0
Mainstream EAs	7	4.6	0	0.0	7	4.6
Education Support EAs	4	3.2	0	0.0	4	3.2
AIEO	1	0.5	0	0.0	1	0.5
Admin	3	2.0	0	0.0	3	2.0
Cleaner	2	0.5	1	0.8	3	1.3
Gardener	1	0.6	0	0.0	1	0.6
Other	1	0.4	0	0.0	1	0.4
Total	**48**	**34.8**	**1**	**0.8**	**49**	**35.6**

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

Figure 1 FTE and headcount of staff for occupation groups
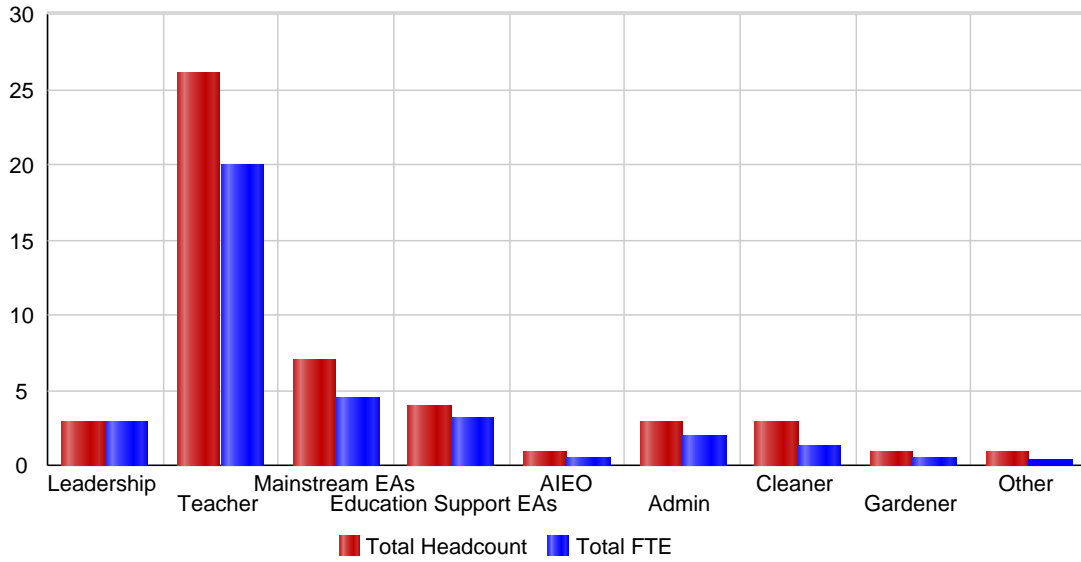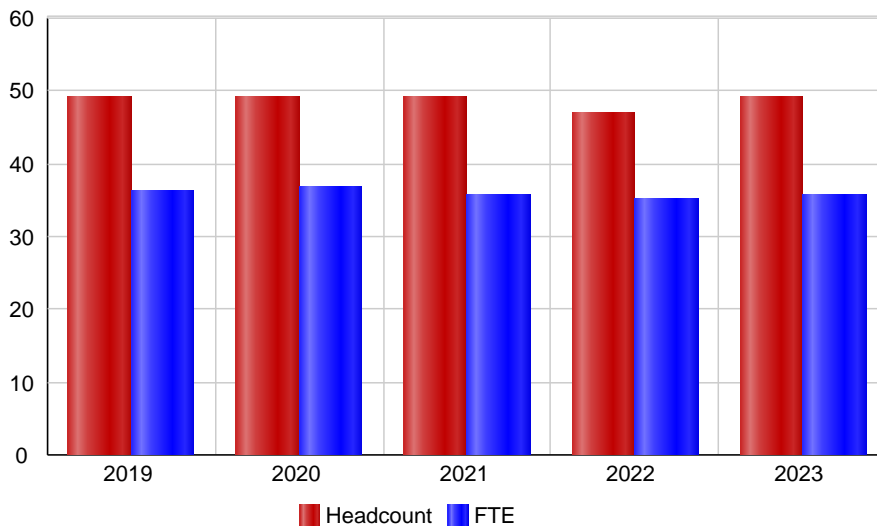
2. Total Employment

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	49	36.2
2020	49	36.7
2021	49	35.6
2022	47	35.2
2023	49	35.6

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	3	100%	0%
Teacher	26	54%	46%
Mainstream EAs	7	29%	71%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	4	25%	75%
AIEO	1	0%	100%
Admin	3	33%	67%
Cleaner	3	0%	100%
Gardener	1	0%	100%
Other	1	0%	100%
Total	**49**		

Table 3 identifies the current proportion of full time employees for each occupational group.
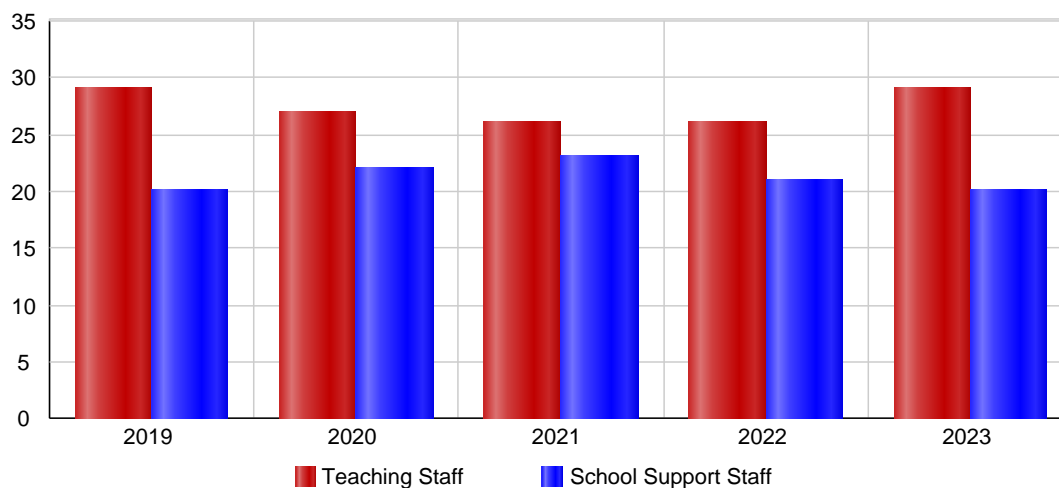
Figure 3 Categories of staff employment

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	49	29	20	371
2020	49	27	22	371
2021	49	26	23	376
2022	47	26	21	394
2023	49	29	20	

* 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
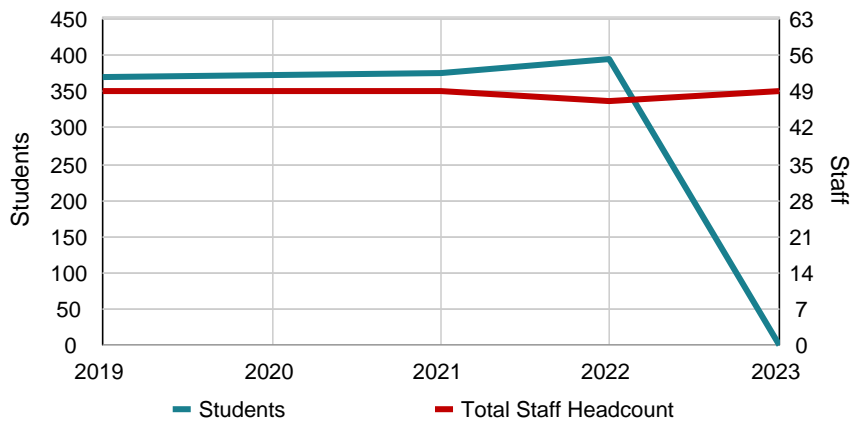
3. Gender Profile

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 Greenmount 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	4	45	2	27	2	18
2020	5	44	2	25	3	19
2021	5	44	2	24	3	20
2022	4	43	2	24	2	19
2023	5	44	3	26	2	18
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2019	2.7	33.5	1.6	21.7	1.1	11.8
2020	3.6	33.1	1.6	20.0	2.0	13.1
2021	3.0	32.6	1.6	19.4	1.4	13.2
2022	3.2	32.0	1.6	19.8	1.6	12.2
2023	3.4	32.2	2.2	20.8	1.2	11.4

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	3

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	2
2020	2
2021	2
2022	2
2023	2

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	0	0	0	1	1	0
25 to 34	7	7	0	7	7	0
35 to 44	5	5	0	8	6	2
45 to 54	16	7	9	13	5	8
55 to 59	3	2	1	6	4	2
60 to 64	10	6	4	5	1	4
65 to 69	3	1	2	8	5	3
70 and over	5	1	4	1	0	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	53.6	48.3	60.4	53.2	53.6
2020	55.3	50.8	60.4	51.8	55.7
2021	53.1	48.8	57.9	53.3	53.1
2022	53.3	49.3	58.3	49.3	53.7
2023	50.8	46.6	57	48.7	51.1

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

Figure 5 Average age of teaching and school support staff members 2019 to 2023
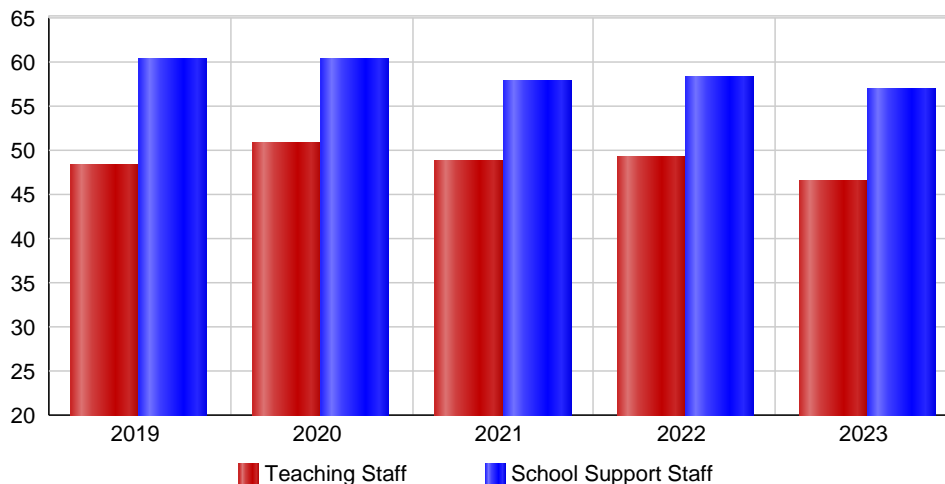
6. Diversity Profile

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	1	1.0	4	2.0	0	0.0
2020	1	1.0	4	2.0	0	0.0
2021	1	0.5	4	2.4	0	0.0
2022	1	0.5	3	2.4	0	0.0
2023	1	0.5	4	2.6	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 Greenmount 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	135.5	98.5	5	11.4
2020	152.5	130	4	13.5
2021	152.5	113.5	0	12.2
2022	460	118	18	23.9

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	85.7	102.8	1	13.7
2020	103.1	49.2	0	10.1
2021	91.2	70.7	21	12.9
2022	90.2	65	0	11.1

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

Average Sick/Carers leave per Teaching Staff FTE
Average Sick/Carers leave per School Support Staff FTE
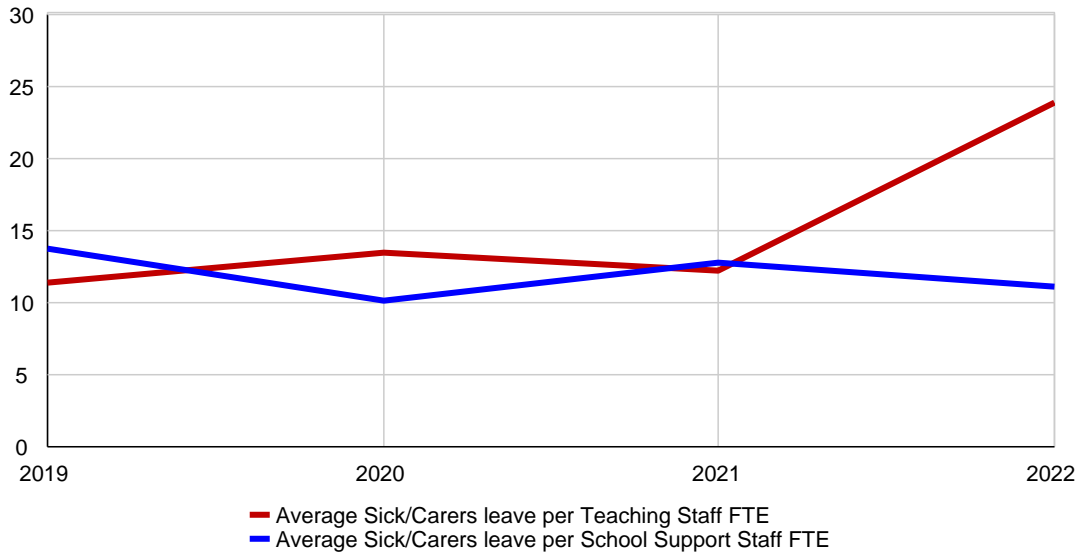
8. Resignations and Retirements

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	1	0	1	53.4	2.0%
2021	1	0	1	33.9	2.1%
2022	1	0	1	53.6	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.
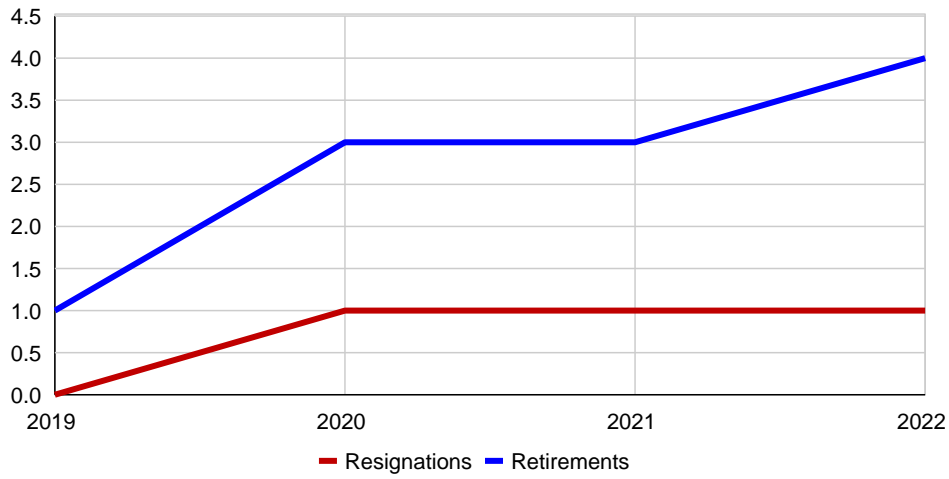
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2019	1	0	1	64.8	2.1%
2020	3	0	3	71.6	6.0%
2021	3	1	2	73.0	6.2%
2022	4	0	4	69.9	7.6%
Total	**11**	**1**	**10**		

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	1	1.0	0	0.0	0	0.0	0	0.0
Teacher	3	2.6	1	0.5	5	4.2	0	0.0
Mainstream EAs	1	0.6	2	1.4	1	0.6	0	0.0
Education Support EAs	0	0.0	1	0.6	0	0.0	0	0.0
AIEO	1	0.5	0	0.0	0	0.0	0	0.0
Admin	0	0.0	0	0.0	1	0.6	0	0.0
Cleaner	0	0.0	1	0.3	1	0.8	1	0.3
Total	**6**	**4.7**	**5**	**2.8**	**8**	**6.2**	**1**	**0.3**

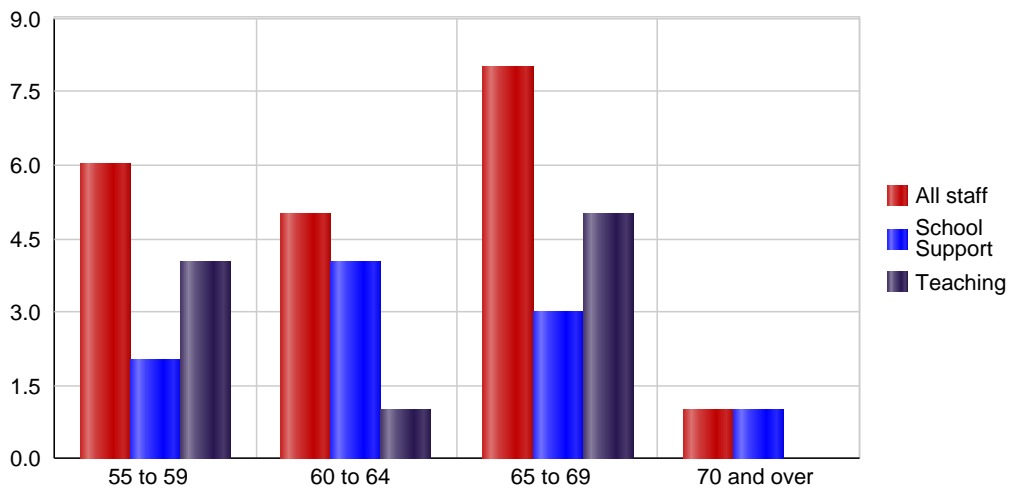**Figure 8 Potential retirements as per age group**

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	21	8	72%	28%
2020	24	3	89%	11%
2021	20	6	77%	23%
2022	24	2	92%	8%
2023	23	6	79%	21%

Figure 9 Employment Class (Teachers)
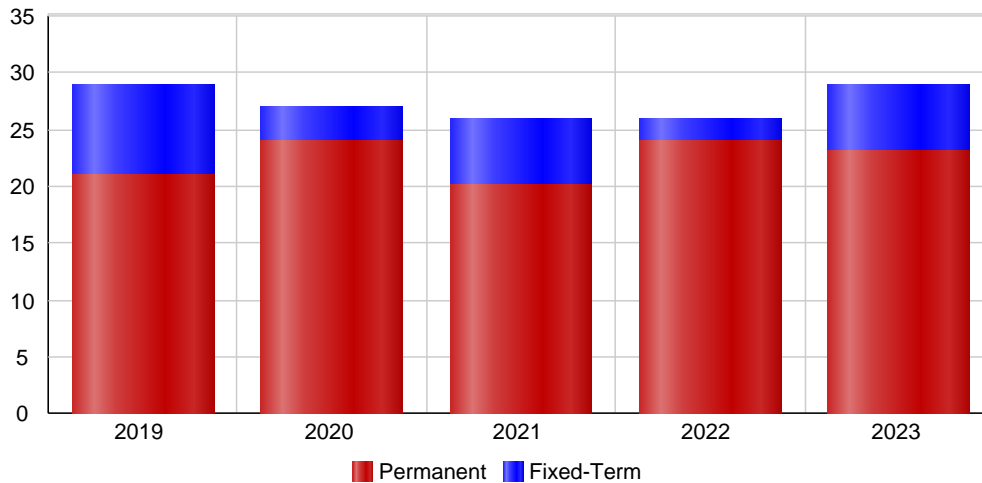
Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	18	2	90%	10%
2020	18	4	82%	18%
2021	19	5	83%	22%
2022	21	0	100%	0%
2023	20	0	100%	0%

**Figure 9a Employment Class (School Support)**
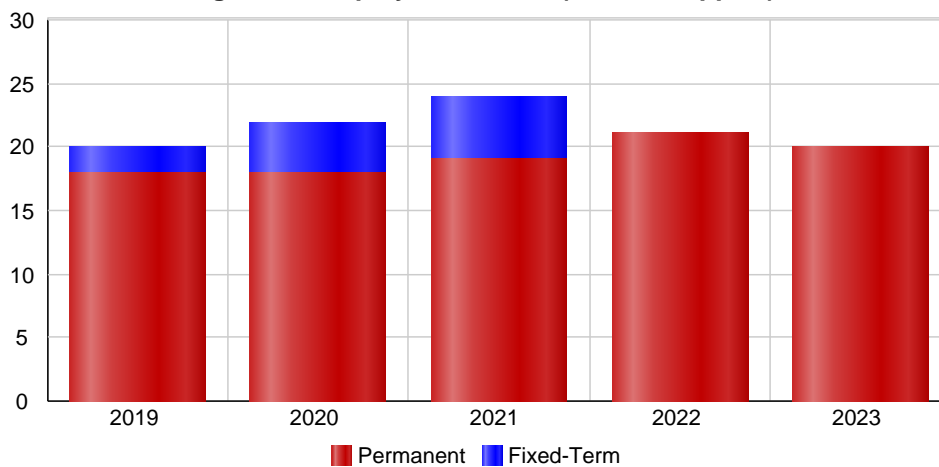
9.1 Pay Grade

Table 16 provides the pay grade of teachers at Greenmount 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	1	0.6	7	6.4	17	12.6
2020	1	0.4	7	6.4	15	10.8
2021	1	0.4	6	5.2	15	11.4
2022	2	1.4	6	5.2	15	11.8
2023	2	0.9	7	6.4	17	12.7

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
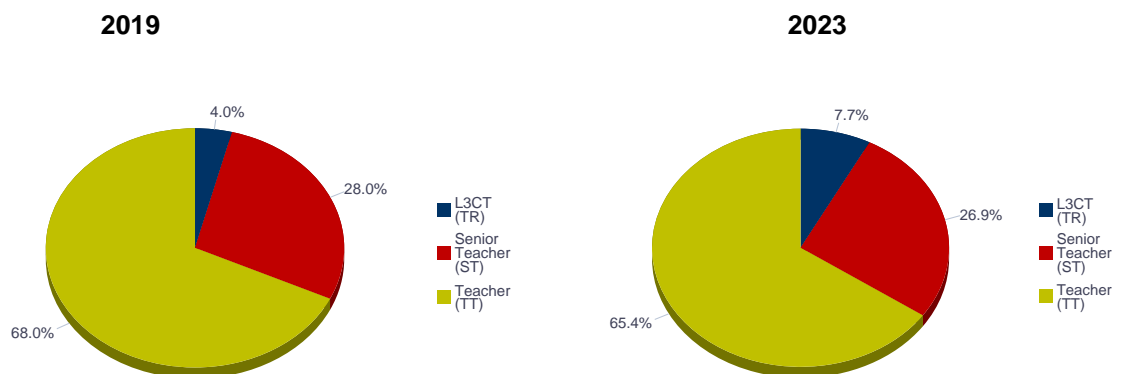
10.1 Accrued Leave as at 05/01/2023

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	15	11	26

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	1	0	1
Next Accrual in 2024	2	2	4

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	0	0	0
Employees Accruing Deferred Salary Scheme Leave	0	0	0

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: Greenmount PS

Whole school approaches/programs
The top five of the school's key programs or approaches
Visible Leaning Letters and Sounds 7 Steps for Writing Paul Swan Maths Brightpath

Targeted programs
School-based programs that target specific groups of students
Letters and Sounds Streamed Maths, years 2-6 Targeted social groups for SAER eg students with ASD, mental health issues, anxiety, M Power Girls, Keep it cool (anger management)

Professional learning
Most recent whole-school professional learning activities
7 steps for writing Brightpath moderation Protective Behaviours Navigating the SAIS dashboard Mental Health and Wellbeing (Be You modules)

Student welfare	Yes	No	Details/Provider
After school care provision		1	
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
School breakfast club					1

Parent education
Early Years Conference for new Kindy and PP parents (Term 4) Admin ran the conference Cyber safety (Term 2) ran by a Federal police officer

School council/board Membership	Number of members
Principal	1
Staff	3
Parent representatives	4
Community representatives	2
Other	

Voluntary contributions In 2022	% received
$50.00	70%

Capital works projects	
Are there any capital works projects in progress?	Basketball court - partial re-surface Cricket pitch - re-surface
Are there any capital works projects pending in the next 18 months?	no
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 Guardians of Greenmount fathering project

Deed of Licence Agreements
• Computer leases for desk top computers, teacher lap tops in classrooms, smart boards and ipads • Photocopier

Sponsorship arrangements
none

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
1. Strong communication exists between families and the school, with multiple formal and informal opportunities for families to become involved in their child's education.   2. A distributed leadership approach to key areas promotes a seamless model of strategic management.   3. A knowledgeable cohort of staff hold the intellectual capital and awareness of the strengths and weaknesses of all their students.   4. A forthright and established process of student performance data analysis supports the deepening of this understanding.   5. Staff are empowered to believe that their collective efficacy can impact on the learning outcomes of every child in the school.

Recommendations:

Four areas that would benefit from further improvement
1. Writing, currently in low progress, low achievement quadrant   2. Numeracy could be an area for further improvement.   3. Streamlining of data   4. Focus on student wellbeing and mental health