



Principal Selection and Placement

Quinns Beach Primary School

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

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Principal Selection and Placement

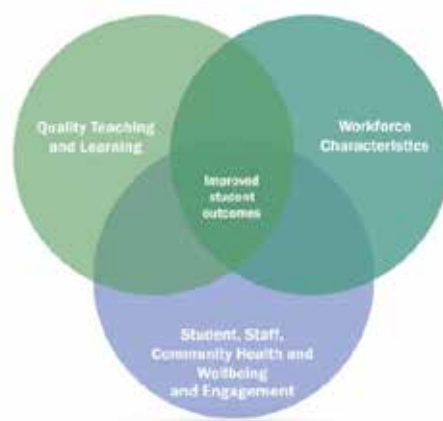
Introduction

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.



Department of
Education

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 5771
Name Quinns Beach Primary School
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Quinns Rocks
6030
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School Management

Principal

Taylor Webb

Vice / Deputy Principal

Shaun Carmody
Julia Hodge
Rebecca Leigh

Manager Corporate Services

Nita Gouges



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

Quinns Beach Primary School is located 15km north of Joondalup, catering for children from Kindergarten to Year 6.

We have a reputation for a highly professional and supportive culture. Our students experience many opportunities to participate in learning experiences that cater for student interests, learning styles and needs. In addition to the usual primary curriculum, we offer specialist programs in Music, Art, Physical Education, Science and Indonesian.

We are dedicated to addressing the social and educational needs of all our students. Our school embraces and celebrates the cultural diversity of our community, welcoming students from our local community, across Australia and overseas. Our school has strong connections with the Noongar people who are the traditional owners of the land Quinns Beach Primary School is situated upon. Of our current student cohort of students, 10% are aboriginal and 5% of our students present with a physical, cognitive, sensory or social disability requiring learning adjustments. Our friendly, supportive and inclusive environment creates endless opportunities for students to achieve personal success.

Our school works collaboratively and in conjunction with other local schools as part of the Northern Beaches Education Network. Together, with an active parent body, engaged School Board, enthusiastic and experienced staff, and a committed leadership team, we are providing extensive educational opportunities to support our vision and high expectations for student learning.

We believe that our strong sense of community is the foundation of our school and, as we prepare the students for the challenges they will face in the years to come, we are confident that Quinns Beach Primary School will provide a strong foundation for your child's future.

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	(29)	48	50	46	48	47	51	40	359
Part Time	57								

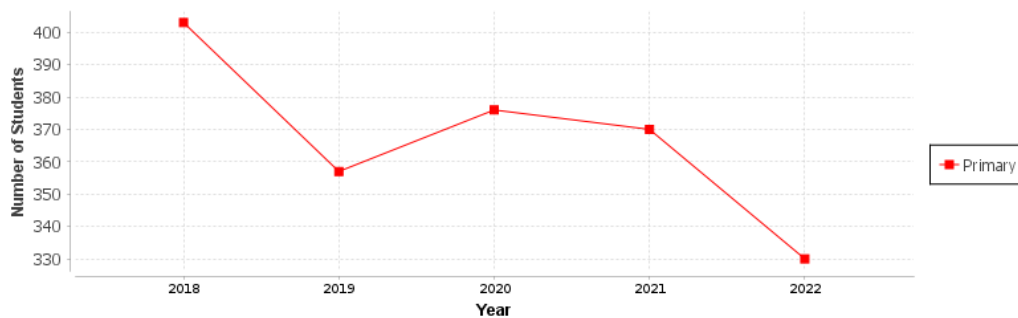
Note:

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

Sex

	Kin	PPR	Pri	Sec	Total
Male	33	22	150		205
Female	24	26	132		182
Total	57	48	282		387

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



2022 Semester 2

	2018	2019	2020	2021	2022
Primary (Excluding Kin)	403	357	376	370	330
Upper Secondary	0	0	0	0	0
Total	403	357	376	370	330

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	2.2	0
Total Administration Staff	4	3.2	0

Other Teaching Staff	25	20.6	0
Total Teaching Staff	25	20.6	0

Clerical / Administrative	4	2.4	0
Gardening / Maintenance	1	0.6	0
Other Allied Professionals	14	10.0	0
Total Allied Professionals	19	13.0	0

Total	48	36.8	0
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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	87%	80%		92%	84%		69%	94%	
At NMS	13%	18%		6%	9%		25%	3%	
Below NMS	0%	2%		3%	7%		6%	3%	

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	80%	78%		84%	80%		74%	84%	
At NMS	14%	15%		14%	15%		20%	14%	
Below NMS	6%	8%		3%	5%		6%	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	87%	62%		97%	75%		88%	76%	
At NMS	4%	28%		0%	13%		12%	14%	
Below NMS	9%	10%		3%	13%		0%	11%	

Student-Centred Funding

Student-Centred Funding 2022

Per Student Funding	\$2,976,809.00
Student and School Characteristics	\$820,299.66
Disability Adjustments	\$0.00
Targeted Initiatives	\$159,121.04
Operational Response Allocation	\$19,266.32
Regional Allocation	\$0.00
Total 2022	\$3,975,496.02
Transition Adjustment	\$0.00
Total After Transition Adjustment	\$3,975,496.02

Per Student Funding - At Census

	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	54	0	\$269,568.00
Pre-primary	48	0	\$416,304.00
Year 1	51	0	\$442,323.00
Year 2	51	0	\$442,323.00
Year 3	46	0	\$398,958.00
Year 4	46	0	\$333,362.00
Year 5	54	0	\$391,338.00
Year 6	39	0	\$282,633.00
Total	389	0	\$2,976,809.00

Student and School Characteristics Funding - At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	49	\$97,135.05
Disability	37	\$320,406.70
English as an Additional Language or Dialect	6	\$16,104.00
Social Disadvantage	135	\$121,146.46
Sub Total		\$554,792.21
School Characteristics		
Enrolment-Linked Base		\$265,507.45
Locality		\$0.00
Sub Total		\$265,507.45
Total		\$820,299.66

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Additional Education Assistant FTE	\$68,329.55
Targeted Initiative: Additional support for delivery of mental health programs	\$11,479.50
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,519.99
Targeted Initiative: Preschool Reform Agreement	\$53,892.00
Targeted Initiative: Sporting Schools Programme	\$2,900.00
Total	\$159,121.04

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$13,624.32
Operational Response: Dental Therapy Clinics	\$5,642.00
Total	\$19,266.32



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**

Quinns Beach 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.

Quinns Beach 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 Quinns Beach 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

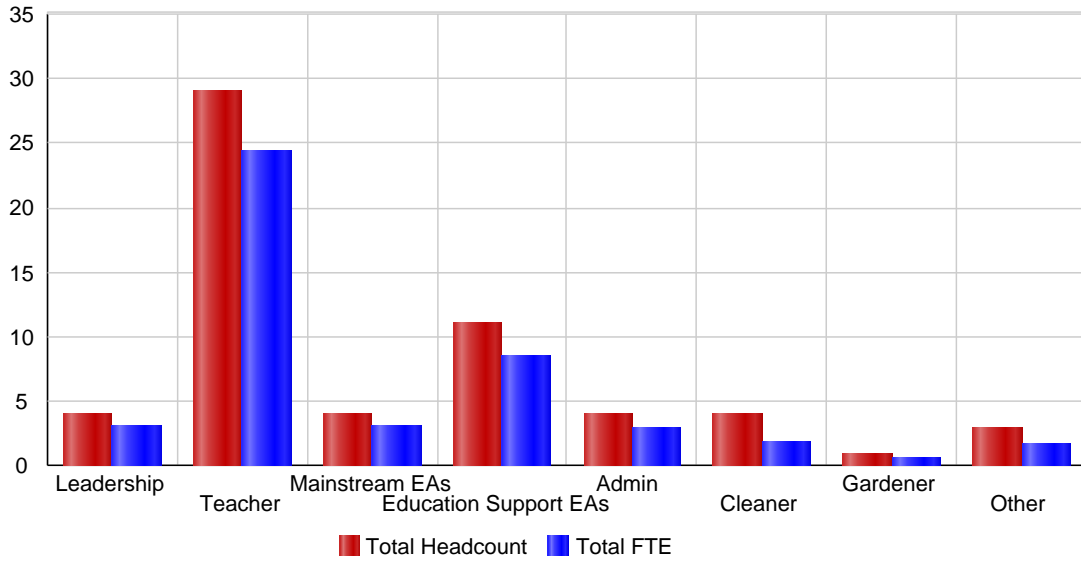
and other staff not included above.

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	4	3.2	0	0.0	4	3.2
Teacher	27	22.3	2	2.0	29	24.3
Mainstream EAs	4	3.2	0	0.0	4	3.2
Education Support EAs	9	6.8	2	1.7	11	8.5
Admin	3	2.4	1	0.6	4	3.0
Cleaner	4	1.9	0	0.0	4	1.9
Gardener	1	0.6	0	0.0	1	0.6
Other	3	1.7	0	0.0	3	1.7
Total	55	42.1	5	4.3	60	46.4

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	53	46.0
2020	53	43.1
2021	57	47.3
2022	57	45.1
2023	58	46.4

Figure 2 illustrates the above data.

Figure 2 Total employment FTE and headcount 2019-2023

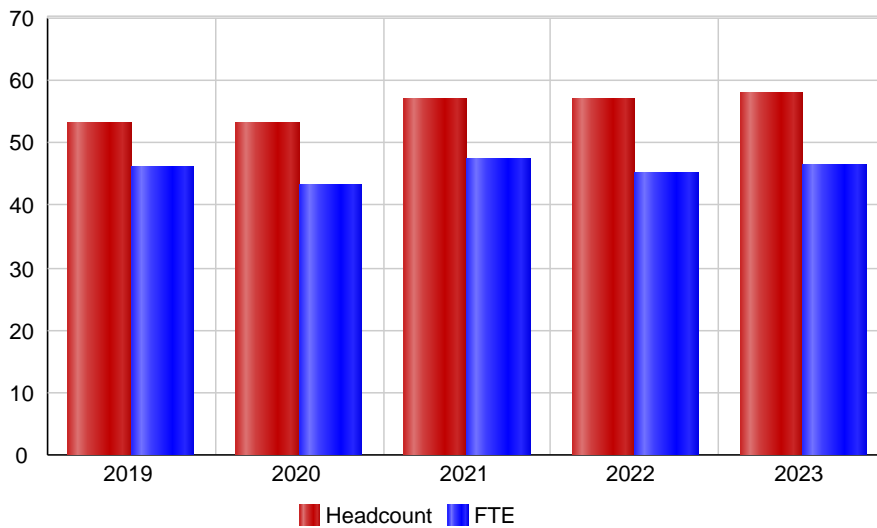


Table 3 Total employment headcount with proportion of full time employees

Occupational Groups	Total Headcount	% Full Time	% Part Time
Leadership	4	50%	50%
Teacher	29	69%	31%
Mainstream EAs	4	0%	100%

Occupational Groups	Total Headcount	% Full Time	% Part Time
Education Support EAs	11	36%	64%
Admin	4	0%	100%
Cleaner	4	0%	100%
Gardener	1	0%	100%
Other	3	0%	100%
Total	60		

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

Figure 3 Categories of staff employment

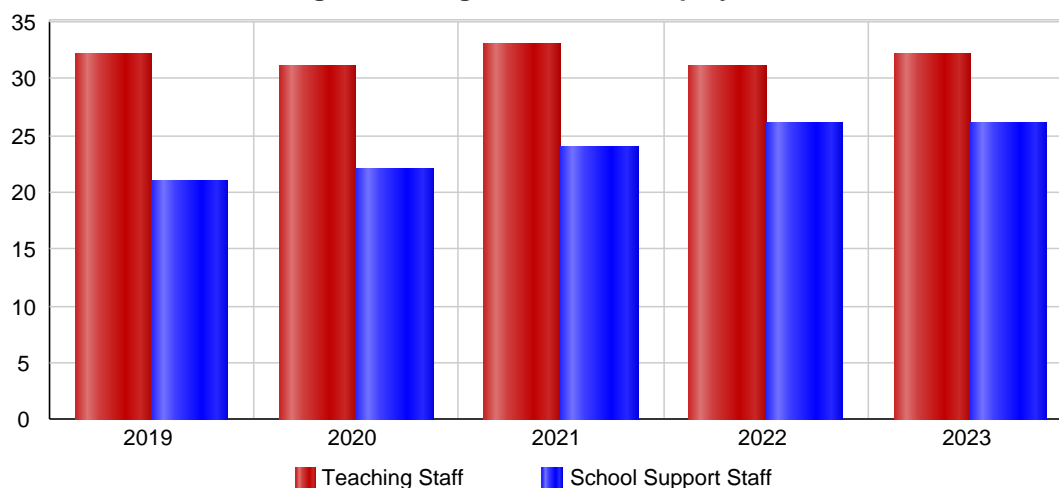


Figure 3 demonstrates the spread of teaching and school support staff over the last five years. For the purpose of this profile, 'Teaching Staff' includes teachers, heads of department and teaching leadership staff.

2.1 Students and Staff Trend

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

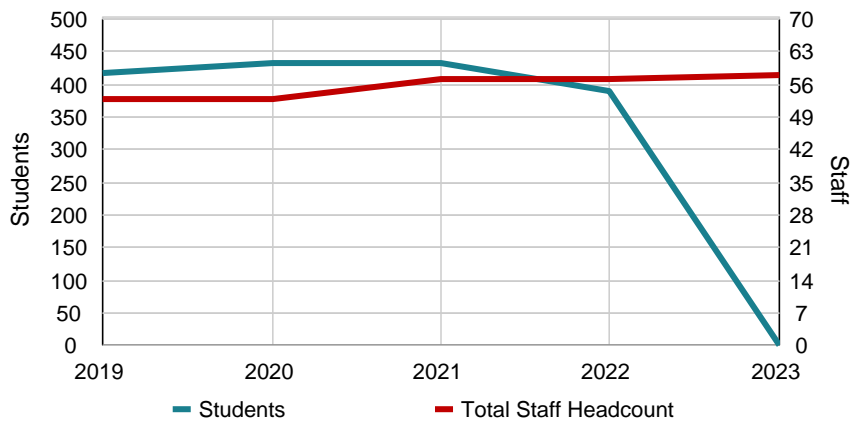
Table 4 Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2019	53	32	21	417
2020	53	31	22	430
2021	57	33	24	427
2022	57	31	26	389
2023	58	32	26	

* 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 Quinns Beach 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	7	46	6	26	1	20
2020	7	46	6	25	1	21
2021	7	50	6	27	1	23
2022	7	50	5	26	2	24
2023	7	51	6	26	1	25
Year	All Staff (FTE)		Teaching Staff (FTE)		School Support Staff (FTE)	
	Male	Female	Male	Female	Male	Female
2019	6.6	39.4	6.0	25.0	0.6	14.4
2020	6.6	36.5	6.0	21.4	0.6	15.1
2021	6.4	40.9	5.4	24.5	1.0	16.4
2022	6.8	38.3	5.0	21.8	1.8	16.5
2023	7.0	39.4	6.0	21.5	1.0	17.9

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	2
2020	3
2021	2
2022	2
2023	2

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
25 to 34	6	6	0	10	7	3
35 to 44	12	7	5	16	11	5
45 to 54	22	15	7	18	8	10
55 to 59	5	0	5	8	4	4
60 to 64	6	3	3	4	1	3
65 to 69	1	1	0	2	1	1
70 and over	1	0	1	0	0	0

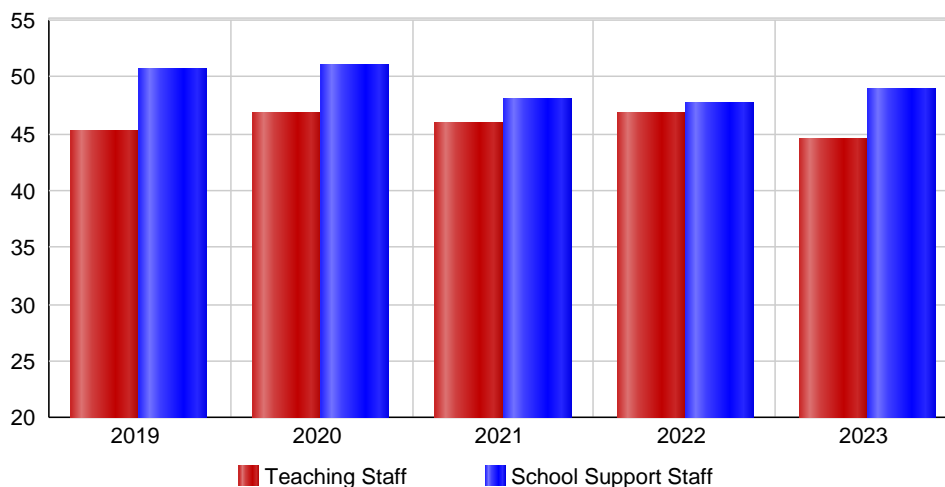
5.1 Average Age

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	47.5	45.2	50.6	46.8	47.6
2020	48.6	46.8	50.9	47.8	48.7
2021	46.9	45.9	48	44	47.3
2022	47.2	46.8	47.7	42.1	47.9
2023	46.5	44.5	48.9	44	46.8

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	2.3	0	0.0
2020	0	0.0	6	3.5	0	0.0
2021	0	0.0	6	4.6	0	0.0
2022	0	0.0	8	4.7	0	0.0
2023	0	0.0	8	5.8	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 Quinns Beach 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	244.5	90	11	12.7
2020	178	97.7	2	10.1
2021	129.5	83	2	7.6
2022	202.3	99.5	0	11.2

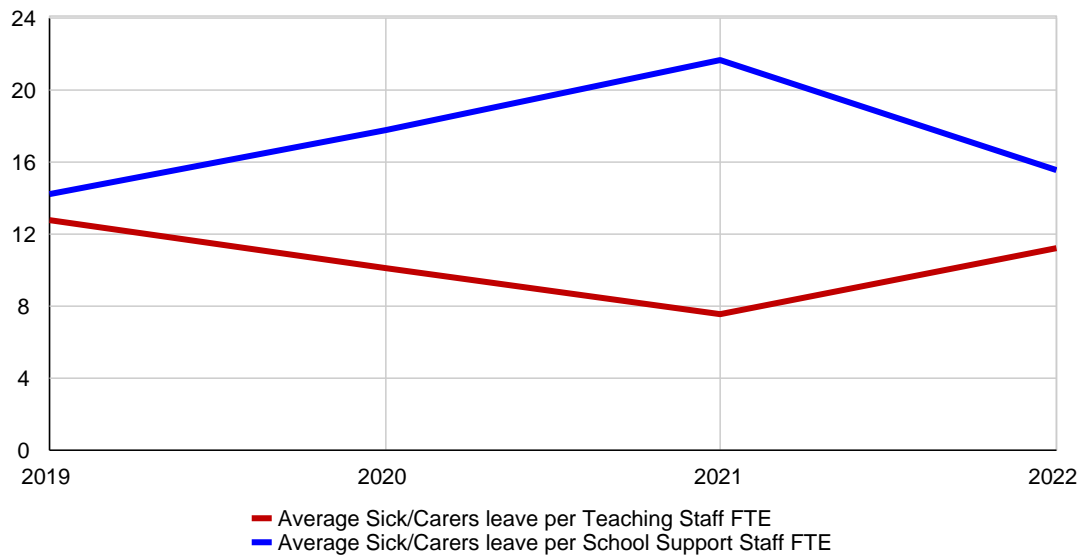
7.2 Sick and Personal Carers leave of school support staff

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	115.9	85.9	5.3	14.2
2020	186.5	129	2	17.8
2021	145	129.8	129.6	21.7
2022	140.5	101.2	53.4	15.6

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
2020	3	1	2	36.5	5.3%
2021	2	0	2	31.7	3.4%
2022	3	1	2	40.9	5.1%
Total	8	2	6		

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.

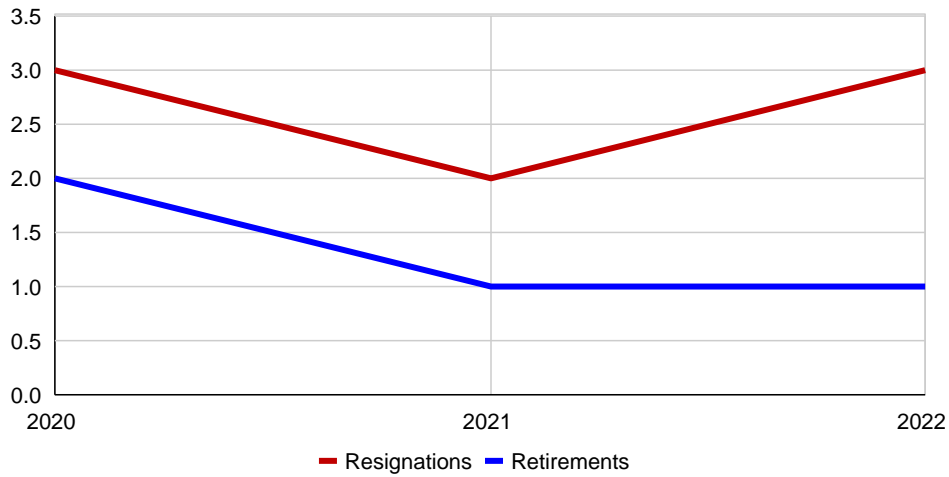
Reasons for resignation included: other work, location, family responsibility, job dissatisfaction and full-time study.

8.2 Retirement Rate

Table 13 Retirement rate

Year	Retirements	Male	Female	Ave. Age	Rate of Retirement
2020	2	1	1	70.6	3.5%
2021	1	0	1	66.0	1.7%
2022	1	0	1	66.1	1.7%
Total	4	1	3		

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	0	0.0	0	0.0	1	0.8	0	0.0
Teacher	4	3.2	1	1.0	0	0.0	0	0.0
Mainstream EAs	2	1.8	0	0.0	0	0.0	0	0.0
Education Support EAs	1	0.7	0	0.0	0	0.0	0	0.0
Admin	0	0.0	3	2.2	0	0.0	0	0.0
Cleaner	1	0.5	0	0.0	1	0.5	0	0.0
Total	8	6.2	4	3.2	2	1.3	0	0.0

Figure 8 Potential retirements as per age group

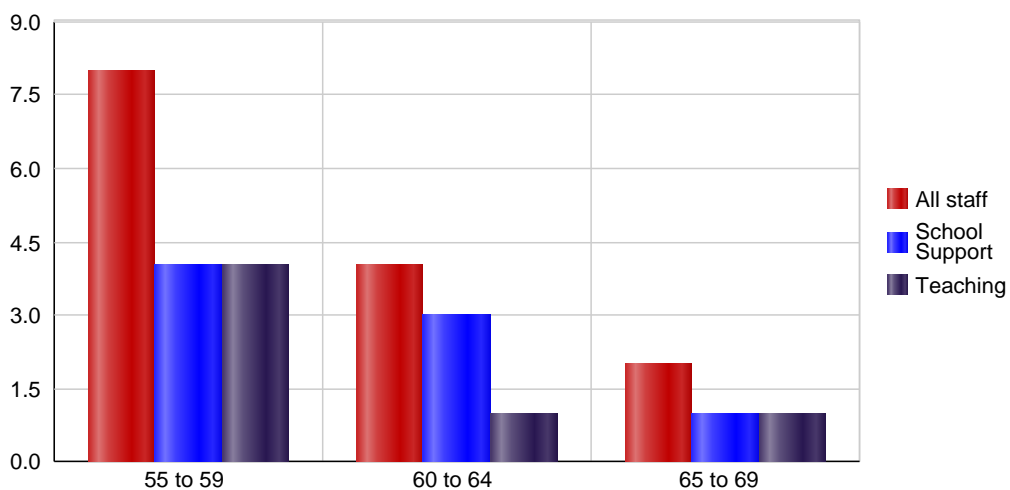


Figure 8 identifies the number of staff in each occupational group who could retire in the next ten years.

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	30	3	94%	9%
2020	29	3	94%	10%
2021	28	6	85%	18%
2022	24	8	77%	26%
2023	26	7	81%	22%

Figure 9 Employment Class (Teachers)

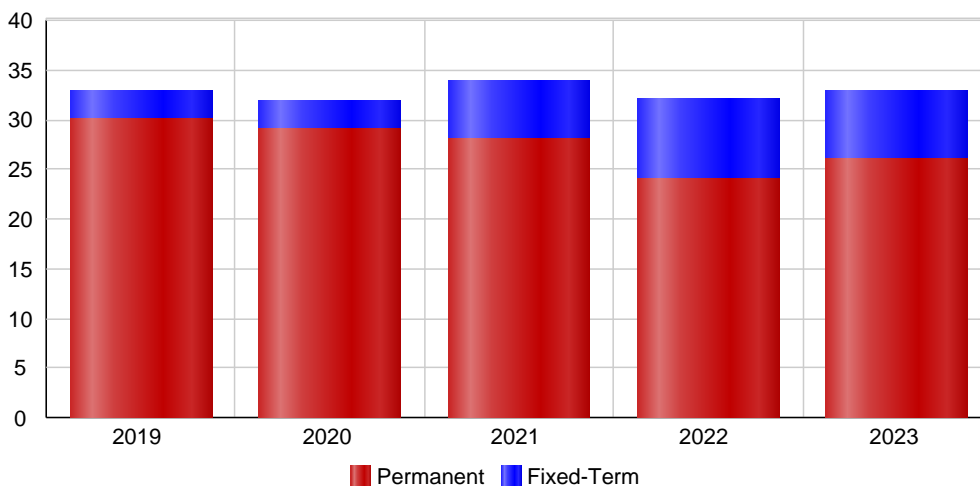
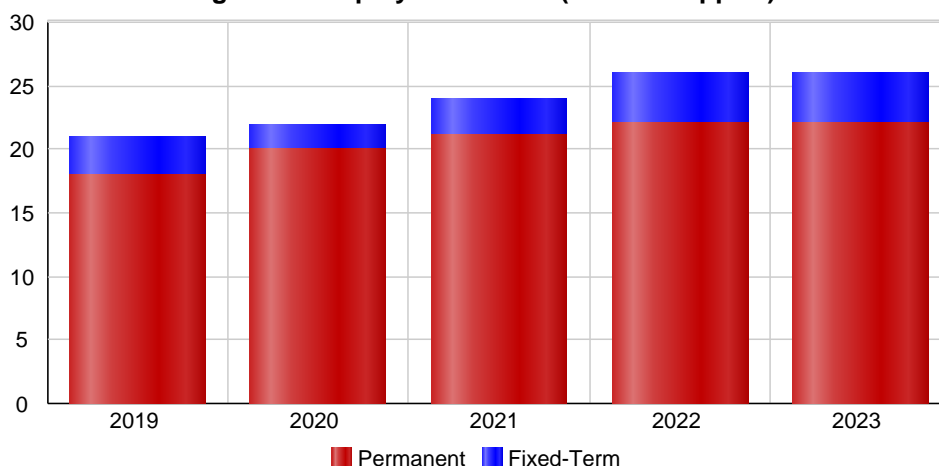


Table 15a Employment Class (School Support)

Year	Headcount		Percentage	
	Permanent	Fixed-Term	Permanent	Fixed-Term
2019	18	3	86%	14%
2020	20	2	91%	9%
2021	21	3	88%	12%
2022	22	4	85%	15%
2023	22	4	85%	15%

Figure 9a Employment Class (School Support)



9.1 Pay Grade

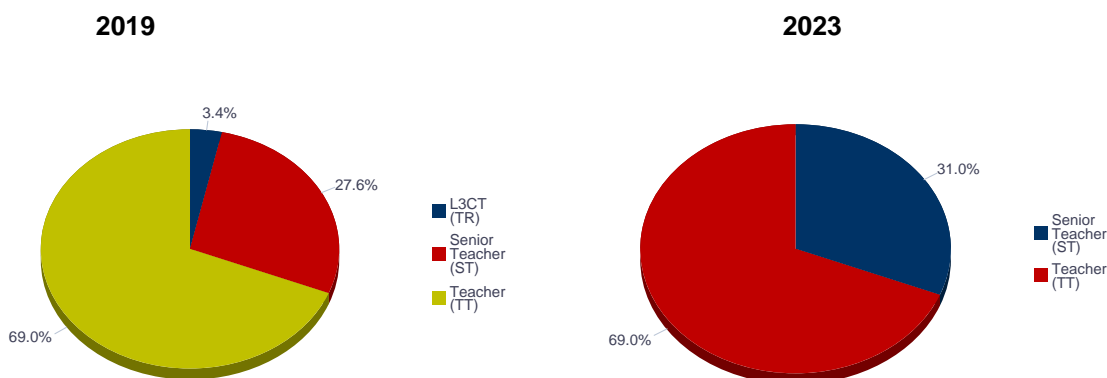
Table 16 provides the pay grade of teachers at Quinns Beach Primary School and categorises them from Level 3 Classroom Teachers (L3CT) to regular classroom teachers.

Table 16 Pay grade

Year	L3CT (TR)		Senior Teacher (ST)		Teacher (TT)	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2019	1	1.0	8	7.4	20	19.6
2020	1	1.0	9	6.8	17	15.6
2021	1	1.0	11	9.6	18	15.9
2022	1	1.0	9	8.0	18	14.8
2023	0	0.0	9	7.4	20	16.9

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	20	9	29

Long Service Leave Days	Employee Group		
	Teach	School Support	Total
Between 65 and 130	1	0	1

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	2	4	6
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	4	4

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	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: Quinns Beach Primary School

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

1. Explicit instruction in literacy and numeracy, including literacy and numeracy blocks.
2. Talk for Writing (PL provided and in its infancy).
3. Positive Behaviour Program (Second year of implementation and working on staff consistency of delivery).

Targeted programs
 School-based programs that target specific groups of students

1. Intervention for Year 1,2,3 students in phonics.
2. Maths extension for selected Year 4,5 students.

Professional learning
 Most recent whole-school professional learning activities

1. Full Talk for Writing
2. Statewide Services: Excellence in Literacy and Numeracy, focusing on mathematic and English pedagogical approach
3. Culture Building
4. Behaviour implementation

Student welfare	Yes	No	Details/Provider
After school care provision	1		Kids Who Care
Pre-kindergarten program or partnership	1		In its infancy. There were informal parent and child catch ups at the end of 2022, with the plan to offer a 0-4 program to families throughout 2023 with the support of the West Coast Language Development Centre.



Canteen	Yes	No	Provider P and C	Provider Local business	Provider Other	Comments
Canteen	1		1			The P&C run a very supported canteen with a stable canteen manager.
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	1		1	1

Parent education
Nil

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

Voluntary contributions In 2022	% received
\$60.00	40%

Capital works projects	
Are there any capital works projects in progress?	Nil
Are there any capital works projects pending in the next 18 months?	There is a Grounds and Buildings Improvement Plan, that targets specific funding focus for the next 3 years. In 2023, there were plans to: <ul style="list-style-type: none"> - complete a Senior Nature Playground on the fitness track - install fencing around the community garden and make it a 'true' community garden, allowing access to the local community - painting works to several classrooms - complete Stage 2 of the Early Years nature playground - install entrance signage and front entrance wall
Have any capital works applications been submitted and awaiting a decision?	Nil

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

Nil

Deed of Licence Agreements

Nil

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

1. Focus on positive behaviour expectations for students and a high standard that is being instilled throughout the school and community. This includes the implementation of the Star Rewards, with students working towards a fun activity to participate in, if they are showing the expected behaviours.
2. Visible leadership
3. Good teachers who care about students and provide adequate learning opportunities
4. Communication internally and externally. Front office staff are excellent advocates for the school and a wealth of knowledge.

Recommendations:

Four areas that would benefit from further improvement

1. Staff collegiality – focussing on working well together with an emphasis on self awareness of strengths and weaknesses and being ok to ask others for help.
2. Implementation of whole school plans.
3. Student social and emotional learning.
4. Instructional leadership including teaching and learning, coaching and mentoring opportunities.