Connolly Primary School

2014

Independent Review Findings
Disclaimer

This document reports the findings of the Department of Education Services' review and 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 School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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School and Review Details

Principal: Mr David Womersley
Board Chair: Mr Tom McLean
School Location: Fairway Circle, Connolly WA 6027
School Classification: PS Class 5
Number of Students: 516
Reviewers: Ms Megan Phillips and Ms Kerry Usher
Review Dates: 3, 11 and 12 November 2014

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education 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 implemented self-review
• how well the school has improved student learning (achievement, progress and engagement) for all students
• how well the school has created an environment that promotes learning and student wellbeing
• how well the school is placed to sustain and improve its performance.
Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided with information on the school's achievements, its processes and its student performance data from a number of sources which included:

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

Department of Education Services reviewers met with the Principal and the Board Chair on day one to determine the school's conclusions from its self-review. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with teaching and support staff, board members, parents and students.

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

This document reports on the findings of the independent review.
School Context

What are the important features of this school’s context that have an impact on student learning?

Connolly Primary School is located approximately 25 kilometres north of Perth. The school opened in 1991 to provide public education for the newly established residential developments in the area and occupies a small geographical area close to the Joondalup Golf course. As other subdivisions have been developed, Connolly Primary School has maintained a reputation as a school of choice in the region, with only 40% of the student population coming from the suburb of Connolly and the remainder of enrolments coming from adjoining and nearby suburbs such as Currambine, Joondalup, Heathridge, and Kinross.

The Index of Community Socio-Educational Advantage (ICSEA) for the school is 1083 (2nd national decile). The enrolment of 516 students shows a slight decline since 2010 but the high numbers in Years K–2 offset the future loss of Year 7 students for 2015. The enrolment reflects the decisions made by parents and also the choices made by newly migrating families, mostly from the United Kingdom and South Africa, where decisions to enrol have been influenced by the school’s reputation and early years programs. The school makes provision for enrolling and assisting children experiencing a wide range of difficulties with their learning and in developing partnerships with appropriate specialist services to support student engagement.

Supported by the Board, Connolly Primary School has developed a strong set of partnerships, both within the local community and further afield; with The University of WA (UWA), Edith Cowan University (ECU), West Coast Institute of Technology and other universities and training providers working with the school’s leadership and staff to support student learning.

The school infrastructure is of a cluster design with five open-plan teaching blocks each with activity areas. The school facilities include purpose-built early childhood classrooms, a library, art room, music room, languages room, a canteen and uniform shop and an enclosed undercover assembly area. The learning environment is supplemented by technology with interactive smart boards in classrooms and sets of notebook computers to support the integration of ICT in teaching and learning. The school is organised into sub-schools: Kindergarten to Year 2, Years 3–5 and Years 6 and 7. Each
sub-school is led by a teacher educator to support whole-school approaches to teaching and learning.

The School Board, established when the school became an IPS, is in the early stages of developing an understanding of its role and capacity to have oversight of the school’s performance and in supporting the continuity of the reputation and standing the school holds in the local community. It has community support with elections held to elect new community members indicating an awareness and engagement with its operations in supporting the school. A Parents and Citizens’ Association (P&C) representative is included on the board membership to act as a liaison between the two bodies.

The P&C supports the school in many ways, including assistance with financial contributions towards resources and equipment and also with many extra-curricular events. These have included the recent school production of the Wizard of Oz; the operation of the uniform shop; the canteen and funding for the chaplaincy program.

The Workforce Plan, based on staffing composition and anticipated trends, identifies workforce needs from 2012 to 2014 and possible gaps in the staffing provision. The Workforce Plan takes into consideration changes to the school’s funding model and the application of the one-line budget allocation. It includes strategies, costs and monitoring procedures to address the key workforce gaps. Planning meetings ensure the capacity building of teachers developed during past years is successfully integrated into strategies to support future teaching and learning models across all year levels.
The School's Self-Review Process

*How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?*

Connolly Primary School's self-review began towards the end of 2013 when a new leadership team was appointed to the school and, in reviewing data and progress on targets set for student achievement, determined that the initial targets set in the Business Plan were not going to be achieved. The self-review noted that despite staff stability over many years with a number of long-serving members, school results, which had been high during the early years of the school's development, had shown no appreciable increase in NAPLAN results despite the many specific programs in place.

Recommendations from the self-review of the Business Plan targets outline a number of improvements designed to better manage the learning needs of students, the pedagogical development of teachers and the engagement of the school community. The school's self-review identified not only areas for improvement, but also areas where significant gains could be seen in the strategies already in place which had been designed to further develop and challenge the students. Changes were aimed at meeting more realistic targets and a higher standard of student achievement and progress.

Staff engagement in the self-review process was managed by leadership teams, facilitating teachers to identify the gaps between performance and the targets and to analyse the data to show exactly where the specific student learning interventions were needed. To further support staff engagement in the process, resources were allocated to provide the time required for their year group and individual student needs to be determined. Reviewers noted the positive reflections on the process by staff during independent review discussions.

The reviewers were able to verify the outcomes of the extensive self-review provided by the Principal and staff. While focused on Business Plan target achievement it also included evaluations of current whole-school practices in: literacy and numeracy teaching and learning; the current state of curriculum development; the role of teacher/leaders; student sub-group performance; professional learning; ICT development; partnerships with parents and the community; marketing; programs to develop leadership; and the learning environment. The analysis was also accompanied by a detailed set of recommendations in areas of:
• operational and strategic planning
• school organisation, structures and staffing
• resourcing, facilities and additional programs
• teaching, learning and assessment
• professional learning
• community engagement.

Changes to the Business Plan as a change management strategy have refocused the school on student learning. Self-review has clearly identified improvement strategies to enhance student achievement, progress and engagement. The areas for consideration in future plans include:

• continuing collaborative leadership from the administration team
• development of school leadership teams
• a ‘bottom up’ approach to data analysis and target setting for staff
• development of collaborative teams to support practice
• shared responsibility for student performance across the school
• development of consistent explicit teaching
• whole-school approaches to curriculum delivery for consistent program delivery.

The self-review and change management processes implemented by the leadership of the school to establish a revised plan with realistic targets and strategies for teaching and improved student learning are commended.
School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

In 2013, the self-review analysis of student performance by staff highlighted the need to make changes to academic targets in the Business Plan to better reflect a true measure of school performance and to change milestones and strategies to reflect the new targets. The changed targets are now based on percentages of students achieving a specified band. The standard for band achievement was set at Year 7 to achieve band 7, Year 5 to achieve band 6 and Year 3 to achieve band 4 or 5 across NAPLAN assessments in literacy and numeracy. The necessity for change was also supported by analysis of 2013 NAPLAN assessments which indicated below-expected performance, particularly at the Year 5 level and in examples of limited student progress and lower achievement over time.

The revised targets for 2014 also coincided with changes to the administration team at the school. The process of revising the targets involved collaborative team discussions with revisions included in 2014 operational plan documents. In addition, adjustments were made to milestones and strategies in line with staff and budget changes. The Board was involved in oversight of the changes and approved the revised Business Plan.

The Connolly Primary School Revised Business Plan (2012–2014) outlines the school's mission, curriculum, vision and values, key performance areas, targets, milestones and strategies to improve student learning. The plan is supported by detailed operational plans and whole-school approaches to underpin the Business Plan achievement of outcomes.

The Principal and staff have conducted a Business Plan review of key performance areas with reflections on the performance 2012–2014. The self-review has made recommendations on strengths and weaknesses for future planning using a framework that covers: operational and strategic planning; school organisation, structures and staffing; resourcing, facilities and additional programs; teaching, learning and assessment; professional development and network involvement; and community engagement.

Successful Students/Effective Teachers; Partnerships; Safe and Caring Learning Environment are the key focus areas outlined in the current Business Plan. During the presentation of the self-review findings the Principal
and associate principals provided the reviewers with a comprehensive overview of performance against the measurable targets for literacy and numeracy using NAPLAN data and for learning environment outcomes. Other areas have milestones and strategies to indicate successful implementation. The self-review has an analysis of each area with reflections on 2012–2014 outcomes and includes recommendations for action in the next Business Plan.

The Successful Students/Effective Teachers priority area in the Business Plan focuses on student achievement and the effectiveness of teaching to deliver learning that meets the targets set. In the analysis of 2014 NAPLAN assessments, of the 12 revised targets in literacy, two were achieved. Of the three targets in mathematics, none were achieved. However, school leaders and staff believe that these targets were appropriate and in the range of being challenging and achievable. The reviewers verify that the staff have thoroughly examined student performance in NAPLAN including an external analysis of all results. The external analysis has the benefits of providing an independent perspective and an opportunity for staff to engage with the data to develop better understandings so as to enable staff to use the information to influence their teaching and learning. The Principal and associate principals have guided staff through this process, enabling them to take responsibility for identifying focus areas for attention in teaching and learning. As an area for improvement the next Business Plan should set high standards of student learning comparable to or exceeding similar schools performance using whole-school targeted, explicit teaching strategies to achieve targets.

The revised Business Plan focus area on Successful Students/Effective Teachers relies heavily on a change to the school’s culture of teaching and learning through strategy implementation. In evaluating the success of the strategies to improve student learning during 2014, greater emphasis has been placed on staff having input into setting targets to encourage greater ownership of the process and focus on improving student learning. A ‘bottom up’ approach to data analysis and target setting is now in place. Collaborative teams working with a Level 3 teacher leader now have shared responsibility for data analysis and implementation of strategies to improve identified areas of weakness in student learning. This approach by leaders is affirmed as having the potential to increase staff engagement in data analysis with the effect of influencing classroom planning and student learning.

The reviewers met with teams and were able to verify the approaches taken to implement more rigour into teaching practice as evidenced by shared planning sessions, improved analysis of student performance, delivery of consistent
and explicit teaching practices and planned collaborative approaches. Follow-up class visits by reviewers further verified these approaches as being evident in teaching and with students engaged in their learning. The developing culture of staff working together and celebrating good professional practice in a supportive teaching and learning environment to improve student learning is commended.

Information and Communication Technology is a focus of the Successful Students/Effective Teachers domain in the Revised Business Plan to improve student learning. While the focus has been on supporting the teaching and learning process, staff have continued to build upon integrating ICT in lessons, introducing interactive whiteboards and multiple iPads. In addition, professional learning and collaborative team meetings support teachers to use ICT in maximising their use in learning programs. A Bring your own Device (BYOD) initiative for senior classes has commenced and expanded to Years 4–7 in 2014. Staff engage in professional learning through the Techie Brekkie initiative. In discussion with staff, reviewers were informed of the professional learning community developed through a sharing of knowledge and processes. As an area for improvement it is recommended that the school develops a clear vision and plan that focuses on measurable, improved student learning (achievement, progress, engagement) through integration of ICT with teaching practice across the curriculum.

Student learning is enhanced by the school’s dynamic specialist programs including music, physical education, visual arts and languages that receive wide support from students, staff and parents and deliver student learning across the broader curriculum. Specialist staff provide a rich, cultural and sporting environment for specialised learning. Reviewers noted how specialist staff cooperated as a team to support each other in their roles and program delivery. They were well aware of each other’s contributions to teaching and learning experiences and displayed a collaborative approach to enhancing the education of all students.

The whole-school approach to ensuring students are able to progress in their learning is an enhanced feature of school practice in 2014. Staff are preparing appropriate individual and group plans for identified students as well as being engaged in a focused, consistent whole-school practice to develop teaching and learning programs that make a difference. The leadership and coordination of programs being implemented across the school so that students are able to progress their learning as a result of a renewed focus on quality practice to ensure successful student outcomes is commended.
School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and wellbeing for all students and the attainment of the school vision?

The 2012–2014 Business Plan has a focus area: ‘safe and caring learning environment’, with the goal of the community building a physical and emotional learning environment that is safe, inclusive and optimises student learning.

Learning environment targets in the Business Plan set out to reduce social bullying, improve attendance, particularly for Aboriginal and early childhood students, and implement performance management processes and professional learning for education assistants.

To support the development of the learning environment, staff implemented the Friendly Schools Plus program in 2013 as part of the whole-school approach to health and social emotional learning and will continue to do so in the future to support actions to reduce bullying. Surveys have been conducted related to the Kids Matter program which indicated that the parents value the school’s approach to supporting students and promoting positive relationships. Parents indicated they would appreciate further support and information regarding mental health and wellbeing, building resilience in children and dealing with bullying. Information sessions and workshops in these areas have been offered to parents. These have been run by school leaders, the Psychologist and the Chaplain with topics such as ‘social and emotional learning, the paradox of parenting and ADHD’. The continuation of the successful parent information sessions has been acknowledged and included as a part of the next Business Plan. Students, in discussion with reviewers, verified the safe and supportive school environment, demonstrated a good knowledge of how support for them could be accessed if needed and acknowledged the importance of the teachers’ role.

School leaders and staff closely monitor and review attendance data with overall attendance rates slightly stronger than like-school performance, with fewer children in the ‘at risk’ category and more achieving regular attendance. Students with an attendance rate below 80% are case managed. In the below 80% category, the 4.4% rate in 2012 has been reduced to 2.7% in 2014. Leaders advised that attendance rates were influenced by family choices regarding holidays in school time having an adverse effect on overall rates.
Anecdotal evidence was provided that suggested that early childhood attendance rates had improved. The reviewers noted that the attendance rate for Aboriginal students in 2013 was higher than like schools and WA schools.

Procedures have recently been developed to ensure education assistants are engaged in performance management processes with line manager meetings and participation in peer mentoring and coaching. This focus on their performance is also recognition of the importance of the education assistant role in supporting students and the learning process. Their professional learning has been linked to the Business Plan. Reviewers met with education assistants who affirmed that the performance management process worked better for them, as they worked alongside teachers where there was continual two-way interaction in the work context.

The broader pastoral needs of students are met by a student services team led by an associate principal and including the Learning Support Coordinator and Chaplain. In conjunction with staff they ensure that strategies and resources support student learning, engagement and wellbeing. Successful strategies include the ‘buddy class’ program and student mentors who assist younger students in playing positively in the playground.

The chaplaincy program continues to be well regarded with the Chaplain considered to be an important member of staff. Parents indicated in surveys that the chaplaincy program was effective and should continue to have a future within the school.

The Principal and staff are commended for the development of a safe and inclusive learning environment where students are supported in their learning.

Reviewers noted the full implementation of the WA Curriculum has been from the commencement of 2014 following a slower-than-expected implementation phase. Staff have participated in professional learning sessions run from the Woodlands Teacher Development Centre and have moved to full implementation of the WA Curriculum and Assessment outline. In addition, staff have also participated in the Woodlands WA Curriculum Implementation Club. This has enabled collaboration with teachers from a variety of schools and resulted in increasing staff knowledge of curriculum programs and assessment processes. The Principal and Associate Principal have presented a session to inform parents on the new curriculum and assessment reporting standards.
In introducing the full implementation of the WA Curriculum, a review was conducted of all whole-school approach strategies, materials and documents to ensure their alignment with the new curriculum. School leaders advised that the whole-school approach documents are reviewed annually to reflect updated practice and priorities. The process of regular updating of whole-school practice along with an evaluation of the success of strategies implemented is affirmed.

In catering for all student needs, there are well-articulated policies and sound practices to support students at educational risk. This includes those students who perform below expected levels as well as those requiring academic extension. School policy indicates every child has a right to receive an educational program that addresses their individual needs and assists them in fulfilling their potential. The reviewers were able to verify the facilitation of the policy for students at educational risk through the use of group education plans (GEPs) for students identified as gifted and talented and individual education plans (IEPs) for those students who require adjustments to their learning program. The Associate Principal Student Services and the Learning Support Coordinator assist class teachers in their roles in managing the needs of those students identified as at educational risk. Their aim is to build teacher capacity to support students requiring additional assistance in curriculum differentiation. There is a focus on early intervention with students identified from on-entry assessments, the use of the *Kindy Assessment Tool* (KAT) and the revised *Rainbow Assessment Tool* (RAT). The progress of identified students is supported by specialist occupational therapy programs as well as speech and language interventions.

Partnerships are included as a key focus of the Business Plan with the aim of fostering and strengthening productive and sustainable relationships to enhance student learning. Through this focus milestones have been achieved, including:

- the School Board has been established and is operational
- a strong partnership between the P&C and the Board has been developed
- programs to enhance parent volunteering in the school have been established.
- board members, in discussion with reviewers, provided information on their high level of engagement with the school and clear understanding of their role in the ongoing review of school performance and in setting directions for the next Business Plan.
Opportunities have been provided to parents through surveys to share their views about the school and the programs offered for students. Survey results in 2014 indicated generally very positive responses to school programs and constructive feedback concerning particular aspects of these programs. No items in the survey rated negatively. Parent perceptions of school staff were very positive with 95% of respondents agreeing they were enthusiastic, committed and provided stimulating learning environments. The school has established initiatives to encourage participation by parents in their child’s education. These include:

- support-a-reader program in the classroom
- early childhood parent engagement and support
- charity events
- involvement in extra-curricular school events
- attendance at parent information sessions.

Leaders planned to explore opportunities to build supportive partnerships with other organisations in the education sector and have been successful in this endeavour. Reviewers met with representatives of a number of organisations that partner with the school in productive and sustainable relationships to enhance student learning. They included:

- UWA, in a research project on mental health with healthy use of ICT
- West Coast Institute of Technology, for professional placement for students completing Certificate III and IV as education assistants
- ECU, for pre-service teacher placement, which gives the school the opportunity to employ known graduates
- Out of School Hours Care, for provision of an on-site centre for student care
- Language Development Centre, to support early intervention in speech and language
- Behaviour Centre for supporting the school in managing behaviour issues.

All partners welcomed the positive and productive relationship with Connolly Primary School and commented on the ease of working with the school, staff awareness of best practice and the positive interactions with students.

The development and enhancement of opportunities by school leaders and staff to support student learning through productive two-way partnerships is commended.
School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

The Principal and staff of Connolly Primary School are involved in a change management strategy to improve student learning. Leadership is aware of the need to maintain a positive attitude towards change to ensure the next Business Plan targets are attainable, challenging and effective. The Board and leadership team are also aware of the changing dynamic of the school structure with the move of the Year 7 cohort into the secondary sector, staffing allocations, and the financial implications to come in the next iteration of the funding format. Planning is underway to ensure sustainability of staffing and programs and discussions with staff are well advanced on the identified areas of student need.

The reviewers noted the level of reflective and collaborative practice being developed among staff. This augurs well for the continuity of strategies for improvement in teaching and learning. Self-review practices that analyse the learning of all students to identify areas for improvement have been introduced and then fine-tuned. Staff are being supported in this by the school’s partnerships with Woodlands Teacher Development Centre and ECU. These partnerships will continue into the foreseeable future, and contribute to the quality of teaching and learning required to support improved student achievement and progress through the proposed targets in the next Business Plan.

Improving student results, is to a great degree, dependent on the confidence of staff in implementing teaching and learning programs to improve and progress identified gaps. The leadership team has identified staff proficiency as being one of the most important aspects of its planning and delivery of the next Business Plan. Involving the whole staff in the discussions regarding the progression towards the development of the Business Plan has, to some extent, empowered teachers and enabled them to work together on ways to obtain the best possible outcomes for all students.

A further area of consideration for the next Business Plan has been developed through review, planning and discussion with staff. With the departure of the Year 7 cohort to high school, the school is aware that just over 50% of students will be in the early years and planning for this change has been highlighted. The focus on early years teaching and learning is affirmed by the
reviewers as being consistent with the school's context and good practice in both pedagogy and in developing early intervention strategies. The Principal and staff have affirmed that resourcing, support and a clear focus on the learning needs of early years students will be a priority in the planning of the next Business Plan.

The appointment of a new administration and leadership team has taken place seamlessly, ensuring the best interests of the students and the school community have been at the forefront of change management. The reviewers affirm the necessity expressed by leaders to continue to stabilise the structure of the leadership by the resolution of the permanency issues for an associate principal. This will enable the school to be in a position to move forward with confidence. Parents, staff and students all commented on the positive leadership style of the Principal and associate principals and the way in which everyone at the school felt safe and their efforts valued.

Reviewers noted and verified that the Board, as the body responsible for the governance of the school, has recognised it is in the early stages of its development. The Board acknowledged the need to raise its profile by disseminating to the community information about its members, operations and decisions. Discussions with board members and the minutes of board meetings indicated a desire to restructure the balance of staff and parent/community members attending meetings; to establish a quorum that ensures community representation in key decisions. The reviewers affirm the intent of the Board to engage with its community and ensure community involvement in key decisions and oversight of the school.

The Board is aware of the change to develop higher standards of student performance and the Chair expressed the intention to progress the development of the Board and its capacity to provide governance processes that strategically oversee and provide critical reflection on school performance and the cycle of self-review. The Board works closely with the Principal, views its responsibilities seriously and is intent upon undertaking more training for members into the future. The community is aware of the significance of the next Business Plan and members are keen to be involved.
Conclusion

Connolly Primary School has provided a positive and safe environment in which students are valued and encouraged to be successful. The collaborative planning used across the year levels, the partnerships developed with the Woodlands Teacher Development Centre and Edith Cowan University supporting the development of the literacy and numeracy strategies, and the effective use of IEPs and GEPs, are showing results and will assist in the setting of targets in the next Business Plan. Dedication to the students and a commitment to improving learning outcomes are a priority for staff at Connolly Primary School.

The Board Chair and leadership team have adopted a positive approach to the budgetary challenges ahead, the social changes inherent in the loss of the Year 7 cohort and numbers in the junior school about to become a more significant proportion of the total school population.

It was clear that the leadership team saw the opportunity to utilise the self-review along with the two-day verification process of the independent review as a positive way to progress and bring clarity to the development of the next Business Plan. While only two of the 12 initial targets were achieved in 2014, there was a sense of optimism in the school that this would be improved with more appropriate whole school approach to the implementation of teaching and learning strategies and targets across a broader set of criteria being adopted in the next 2015–2017 Business Plan. This positive approach, reflected in the comments made to reviewers from all stakeholders, showed the degree of trust and confidence in the school leaders and staff and are a reflection of the appropriate strategies and standard of student learning and development being encouraged at Connolly Primary School.
Commendations

*The following areas are commended:*

- the self-review and change management processes implemented by the leadership of the school to establish a revised Business Plan with realistic targets and strategies for teaching and improved student learning
- the developing culture of staff working together and celebrating good professional practice in a supportive teaching and learning environment to improve student learning
- the leadership and coordination of programs being implemented across the school to ensure that students are supported to engage in their learning in a safe and caring learning environment
- the principal and staff for the development of a safe and inclusive learning environment where students are supported in their learning
- the development and enhancement of opportunities by school leaders and staff to support student learning through productive two-way partnerships.

Areas for Improvement

*The following areas for improvement are identified:*

- the setting of standards of student learning in the next Business Plan that are comparable to or exceed similar schools' performance using whole-school targeted, explicit teaching strategies to achieve targets
- the development of a clear vision and plan that focuses on measurable, improved student learning (achievement, progress, engagement) through integration of ICT with teaching practice across the curriculum
- the development of the governance practices of the Board and of the community's knowledge of and confidence in the Board.
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 the verification of the evidence provided by Connolly 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.

Ms Megan Phillips, Lead Reviewer

25 February 2015

Date

Ms Kerry Usher, Reviewer

25 February 2015

Date

Mr Richard Strickland, CEO, Department of Education Services

4/3/15

Date