

# Lihir International Primary School

## 2014 Quality Assurance Review



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**School**                    **Lihir International Primary School**

**Principal**                **Michael Bawden**

**Review date**            **1-5 December 2014**

**Review officer**        **Ross Clark**

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## The 2014 Quality Assurance Framework

The Quality Assurance Framework has been designed to provide the basis on which the regular review of operations of the school will take place.

Quality assurance is an ongoing process that ensures the delivery of agreed standards. Its purpose is to improve the quality of educational services provided by the school within a framework of criteria. The data gathered and outcomes generated through the quality assurance process informs the overall school development strategy.

The 2014 Quality Assurance Review was conducted against the set criteria and standards of the framework below.

Criteria	Standard and description
1. Educational philosophy	The school has guiding statements that outline its educational philosophy, approach and objectives and these are generally known and supported by the school community.
2. Governance	The school has appropriate governance arrangements for the efficient and effective operation of the school including leadership and management structures, strategic plans and supporting policies and processes.
3. Educational programs	An explicit localised curriculum with regular tracking and reporting of student outcomes, guides teaching strategies to ensure improved learning outcomes for all students.
4. Student welfare and support	School policies and practices support student health, safety and wellbeing.
5. Staff welfare and support	There are appropriate staffing arrangements in place at the school, relevant staff support policy and procedures and a commitment to staff continuous improvement.
6. School facilities	School facilities support the delivery of all programs.
7. School–community partnerships	The school–community is encouraged to engage in school programs and the school develops and maintains strategic connections with the broader community.
8. Financial viability	Financial affairs of the school are competently managed to support the operations of the school.

The methodology used to gather data and evidence for each of the criteria include the use of school opinion surveys, observation, analysis of documents, presentations, semi-structured interviews and focus group discussions.

Judgments are made for each standard using the following levels of performance descriptors and recommendations given. These judgments and recommendations are informed by evidence collected throughout the Quality Assurance Review, including the school self-study.

From the evidence and data, judgments were made for each standard using the following:

<b>Level of performance</b>	<b>Performance descriptor</b>
<b>B</b> — Beginning	Evidence that the process has started but progress is minimal.
<b>D</b> — Developing	Evidence that adequate progress has been achieved.
<b>E</b> — Embedded	Evidence that significant progress has been made and the element is embedded in practice.

## Executive Summary

### Background

Lihir International Primary School (LIPS) is an agency of Newcrest Mining Ltd (Newcrest). The Principal therefore reports to the Manager of Human Resources (HR), Lihir Operations. The purpose of the school is to educate children of Newcrest employees who live on the Newcrest Town site. Some enrolments are accepted from fee-paying local Lihirian children and children from other expatriate families, if year level numbers permit and pre-enrolment testing conditions are met. Currently 60% of enrolments are Newcrest employee dependents and 59% are Papua New Guinea (PNG) Nationals.

Each class has an Australian expatriate teacher supported by a teacher aide, or an assistant teacher with a PNG teaching diploma or degree. The average class size is 11; however, enrolments can change quickly and unexpectedly depending on current Newcrest HR requirements and recruitment outcomes.

Previous Education Queensland International (EQI) audits have found LIPS to be a good performing school. All of the recommendations from the 2013 audit have been either addressed or are in the process of being addressed. This audit has found the school to be offering a very good education, and the school council members maintain that it is the best functioning primary school in PNG. The challenge is now to compare its performance with schools in the broader Asia-Pacific Region, a worthwhile challenge given the mobility of its students.

LIPS is strongly supported by the parents of its students, a number of whom made it clear that the quality of education provided by the school was a key reason for their continuing to live and work on Lihir Island.

### Quality assurance framework

The quality assurance framework provides the basis to be used for regular reviews of the school and its operations.

Ongoing quality assurance ensures delivery of agreed standards. Its purpose is to improve the quality of educational services provided by the school, within a framework of criteria. Data gathered and outcomes generated through quality assurance process influence overall school development strategy.

### 2014 Quality Assurance Review – levels of performance

Levels of performance of the 2014 Quality Assurance Review are summarised below:

Criteria	Indicators	Level of performance
1. Educational philosophy	The school has clear guiding statements such as vision, mission, values and educational objectives or their equivalent.	B D E
	The school's guiding statements (e.g. pedagogical framework) affirm a student focused approach to schooling.	B D E
	The school's guiding statements are well publicised through the school's website and other communications.	B D E
	The governing body, school management and staff, parents and students are informed about, understand and support the school's guiding statements.	B D E

Criteria	Indicators	Level of performance
<b>2. Governance</b>	<b>A. Governance</b>	
	The governing body is appropriately constituted and provides strategic direction, continuity and effective support for the school's operations.	B D E
	There is a strategic plan outlining the schools strategic directions and annual implementation plans.	B D E
	There is a cooperative and effective working relationship between the school leadership team and the governing body and clear lines of accountability and reporting.	B D E
	There is an effective self-assessment and continuous quality improvement process through which identified improvements are actioned.	B D E
	Governance structures allow for representation or information from key stakeholders (including students, staff and parents/carers) into the strategic direction.	B D E
	There is reasonable allocation of resources and commitment to support quality recruitment strategies and to attract appropriately qualified and skilled educators and other staff.	B D E
	<b>B. Leadership and management</b>	
	The school principal provides educational leadership with responsibility for ensuring effective teaching and learning, high expectations for all students and support for student wellbeing.	B D E
	There is an effective leadership team led by the principal with appropriate membership and clear roles and responsibilities.	B D E
	The school effectively manages and aligns it resources (allocated budget, infrastructure and materials, staffing and time and Information and Communication Technology (ICT)) to support improved student outcomes.	B D E
	The school keeps appropriate records including, but not limited to records of student enrolment and achievement data are maintained in accordance with policies and procedures.	B D E
<b>3. Educational programs</b>	There is a clearly documented, sequenced plan for curriculum delivery across the years for the school which reflects the school's local context and makes clear what teachers should teach and students should learn.	B D E

Criteria	Indicators	Level of performance
	Explicit and clear school-wide targets for improvement have been set and communicated.	B   D   E
	A range of assessment practices are used to monitor and evaluate each student's progress, guide individual learning plans and report to students and families on progress.	B   D   E
	The school has established and is implementing a systematic plan for the collection, analysis and use of formal and informal student outcomes data (academic, attendance and behaviour).	B   D   E
	Teachers use differentiated teaching strategies in the classroom to address the learning needs of individual students.	B   D   E
	Resources are at an appropriate level to support effective delivery of the curriculum and active participation by all students.	B   D   E
	ICTs are used appropriately to extend learning experiences and enhance outcomes.	B   D   E
	Parents receive clear, detailed, accurate, and timely reports of student academic progress and achievement.	B   D   E
<b>4. Student welfare and support</b>	There are school-wide policies and practices to identify and support students with special needs or abilities.	B   D   E
	The health and wellbeing of students is a priority and supported through curriculum activities and access to pastoral care programs and qualified personnel.	B   D   E
	School-wide behaviour management plans and practices have been developed and implemented.	B   D   E
	Appropriate extracurricular activities are available to enrich the educational environment.	B   D   E
	The school maintains clear lines of communication with parents and families and informs them of concerns relating students' behaviour, health and wellbeing.	B   D   E
<b>5. Staff welfare and support</b>	There are adequate processes in place to support staff in the delivery of quality educational programs and ensuring children's safety and wellbeing.	B   D   E



Criteria	Indicators	Level of performance
	Staff code of conduct and expectations regarding personal and professional behaviour are clearly expressed and observed.	B D E
	Teachers work collaboratively with colleagues to share teaching practices likely to provide the best outcomes for students.	B D E
	Staff performance appraisal is embedded in school practice and provides an opportunity for: <ul style="list-style-type: none"> <li>professional dialogue between staff and supervisors and/or mentors</li> <li>outlining expectations of role for staff</li> <li>recognition of achievements and strengths</li> <li>identification of personal development needs and goals</li> </ul>	B D E
	The school plans for professional learning and ensures opportunities for ongoing professional learning are available to all staff to meet their professional development needs.	B D E
	There exists a comprehensive school induction program for beginning and new teachers.	B D E
	There are human resource policies and procedures detailing the terms and conditions applicable to staff including pay and leave entitlements and dispute resolution processes.	B D E
<b>6. School facilities</b>	School students are appropriately accommodated with adequate space in buildings and facilities.	B D E
	Buildings and facilities are designed to provide easy access for students, staff, parents and visitors with special needs or abilities.	B D E
	The school grounds and facilities are safe, clean and well maintained.	B D E
	There are appropriate facilities and related infrastructure to support curriculum delivery (e.g. laboratories, ICT, Library resources and digital technologies, sports facilities).	B D E
	The school aligns infrastructure planning and management with school strategic planning.	B D E

Criteria	Indicators	Level of performance
<b>7. School–community partnerships</b>	The school builds partnerships with families to maximise student inclusion and engagement and celebrate successes.	B   D   <b>E</b>
	Parents are given opportunities to become involved in student learning activities.	B   D   <b>E</b>
	A range of methods are used to communicate and share important information between families and the school and seek their views on school programs.	B   D   <b>E</b>
	There is an established process for complaints which is publicised and used effectively.	B   D   <b>E</b>
	The school establishes networks and partnerships with other education providers, community organisations, business and industry to support student outcomes and student transitions.	B   D   <b>E</b>
<b>8. Financial viability</b>	School finances are managed effectively to support delivery of the school's programs.	B   D   <b>E</b>
	Accountable officers are given reasonable autonomy to manage school budgets and allocate funds in accordance with school priorities.	B   D   <b>E</b>
	There are financial policies and procedures that guide expenditure authorisations and ensure appropriate record keeping.	B   D   <b>E</b>
	All payments to Education Queensland International are in order.	B   D   <b>E</b>

## School Opinion Surveys

Three opinion surveys were completed within the school community by staff, students and parent/caregivers.

For the staff survey, all teaching and non-teaching staff had the opportunity to take part; ten responded to the survey (eight teaching and two non-teaching) around three key performance areas:

- the school as a workplace
- satisfaction with knowledge and understanding
- capacity to deliver good educational outcomes.

The student survey was completed by 44 students (45 per cent of total students). There were 32 parent/caregiver survey responses. For both surveys, questions were grouped in eight key performance areas:

- curriculum
- student outcomes
- pedagogy
- learning climate
- school climate
- school and community relations
- resources
- “good school” (general satisfaction).

In term one there were 98 students enrolled at school, with the distribution of 41 per cent of the student population being expatriate and 59 per cent being national students. The current enrolment represents an increase over the numbers in the 2013 audit; however, the student population is very dependent on employment decisions made by Newcrest which can be quite volatile and tied to the current price of gold.

## Observation and interview

Observations were of classroom teaching and learning, assessment, and interactions within and across staff, curriculum leaders, management, students and parents/carers. The observations were made during classroom visits which typically lasted one to one and half hours and were followed up with a feedback conversation with the class teacher.

- Junior Kindy                    4 students
- Senior Kindy                   10 students
- Prep                                10 students
- Year 1                               7 students
- Year 2                               11 students
- Year 3                               15 students
- Year 4                               9 students
- Year 5                               12 students
- Year 6                               9 students
- Year 7                               11 students

Individual and group interviews and discussions were conducted with significant stakeholders including:

<b>Newcrest HR Manager</b>	<b>Mr Felix Tavit</b>
<b>Principal</b>	Mr Michael Bawden
<b>Administrative officer</b>	Ms Rosemary Mattus
<b>Kindy teacher</b>	Ms Roisin Greaves
<b>Prep/Yr 1 teacher</b>	Ms Betty Fleming
<b>Year 2 teacher</b>	Ms Sonia Neale
<b>Year 3 teacher</b>	Mr Tony Greaves
<b>Year 4/5 teacher</b>	Mr Jenny Thomas
<b>Year 6/7 teacher</b>	Ms Cathy Langusch
<b>Teacher aides</b>	Ms Clementa Kelep Ms Georgina Kinkinteng
<b>Assistant teachers</b>	Ms Ruth Moning Ms Jennt Pesas Ms Anastasia Tukata Ms Dorothy Wilapauk
<b>School Council members (5)</b>	Mr Nick Keane (NML Appointed Chairperson)
<b>Student council members (9)</b>	
<b>Several parents and students</b>	

## 1. Educational philosophy

### Standard and description

The school has guiding statements that outline its educational philosophy, approach and objectives and these are generally known and supported by the school community.

Indicators	Evidence	Performance			
<p>The school has clear guiding statements such as vision, mission, values and educational objectives or their equivalent.</p>	<p>LIPS is guided by the values of Newcrest:</p> <ul style="list-style-type: none"> <li>• working together</li> <li>• high performance</li> <li>• innovation and problem solving</li> <li>• integrity and honesty</li> <li>• caring about people.</li> </ul> <p>In March 2014 the staff of LIPS determined to implement these values by committing as a team to <i>work together in partnership with students and parents to develop successful, lifelong, independent learners</i> in a manner that promotes <i>open mindedness</i> by considering different perspectives and alternative possibilities, <i>collegial responsibility</i> by giving and receiving constructive feedback and <i>whole heartedness</i> by critically examining their assumptions and beliefs.</p> <p>The guiding statement is published as the Team Purpose and from conversations with staff it is evident that it is owned by teachers and underpins their practice in the school.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>The school's guiding statements (e.g. pedagogical framework) affirm a student-focused approach to schooling.</p>	<p>There is ample evidence from the extensive documentation as well as conversations with staff, students and parents and from classroom observations that students are the focus of energy in the school.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>The school's guiding statements are well publicised through the school's website and other communications.</p>	<p>The school's guiding statements are comprehensive and available on the school's revamped website as well as through hard copies. Published policies are readily available for grievance procedure, performance and development, assessment, reporting, enrolment, fees, uniform, responsible behaviour, student support, emergency procedures, excursions and camps, health, physical education and sports, National Assessment Program – Literacy and Numeracy (NAPLAN), mandatory reporting, canteen, Sunsmart, bullying, head lice, homework, ICT, library, medical, sickness and first aid, bookwork, gifted education, privacy, VIP (the School's behaviour ethos) and alcohol.</p> <p>Where appropriate, policies are displayed around the school, and all are written in a clear, simple, and action-focussed format.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>The governing body, school management and staff, parents and students are informed about, understand and support the school's guiding statements.</p>	<p>The clarity of these documents is essential in a school where there is a high and unpredictable turnover of students and regular change of staff. The current Principal has extensive experience in small and large schools and in leading his regional Principal's Association in South Australia. The knowledge gained from those experiences is reflected in the comprehensive nature and quality of the guiding statements.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			

## Recommendation

1. The exemplary development and documentation of the school's guiding statements be maintained and reviewed annually to accommodate staff changes
2. The School's guiding statements be shared with Goroka Preparatory School which would assist that school in getting their policies to a high quality level and in a documented form.

## 2. Governance

### Standard and description

The school has appropriate governance arrangements for the efficient and effective operation of the school, including leadership and management structures, strategic plans and supporting policies and processes.

Indicators	Evidence	Performance
<b>A. Governance</b>		
The governing body is appropriately constituted and provides strategic direction, continuity and effective support for the school's operations.	The School Council normally has nine members; four Newcrest appointed members, including the Chairperson, three elected parents, one parent, a Wantoks representative and a staff representative. It functions as an informed body as there is high participation and interest shown by parents in the school. The links to Newcrest as the school owners are critical to getting agreement on the strategic direction of the school and on key management issues. The last School Council meeting for the year, for example, considered such issues as facilities replacement, including artificial turf in the central court yard, and support for a library upgrade. Additional agenda items included educational programs such as consideration of a change to school term dates and the introduction of <i>You Can Do It</i> and parent education programs for 2015. <i>You Can Do It</i> is an Australian program that aims to identify the social and emotional capabilities that students need to reach their academic potential, to experience well-being and create positive relationships with others.	B D E
There is a strategic plan outlining the schools strategic directions and annual implementation plans.	The strategic planning process is tied to the process that all units of NML have to follow. Changes to this process as NML reviews its internal management processes has delayed the update of the 2014-15 plan to 2015-16. Unexpected changes to demand for gold places an extra burden on the school and the Principal to confirm student enrolment and plan classes and resource requirements into the medium term. The close working relationship between the Principal and the HR Manager, under whom responsibility for the school falls, somewhat alleviates this situation.	B D E
There is a cooperative and effective working relationship between the school leadership team and the governing body and clear lines of accountability and reporting.	The Principal meets regularly with his line manager, the NML HR Manager to discuss the operation of the school including resourcing requirements, possible trends in student enrolments and school performance. The Principal provides a formal report to regular meetings of the School Council which evaluates progress on meeting the school's Business Plan and identifies new directions, key issues and opportunities for celebration.	B D E
There is an effective self-assessment and continuous quality improvement process through which identified improvements are actioned.	A School Improvement Plan 2015-2017 has been developed and will be reviewed during term 4 each year. Three key strategic directions have been identified: teaching for effective learning, excellence in learner achievement and assessment for learning. Each direction lists actions to be undertaken and intended outcomes.	B D E

<p>Governance structures allow for representation or information from key stakeholders (including students, staff and parents/carers) into the strategic direction</p>	<p>The structure of the School Council is an appropriate balance with equal representation of elected parents and NML representatives, together with a Wantok representative and a staff representative. The chairperson is a Newcrest appointee. However, all members have children attending the school.</p> <p>There is also an active Student Council with two representatives from each class and supported by a class teacher. The students change each term to give opportunities for leadership development. As well as discussing issues related to school programs, e.g. umpiring problems for school sport, the Council raises money for a local school and the hospital. 3,000 Kina was raised in 2014.</p> <p>96 per cent of students strongly agree or agree that the school encourages them to participate in school activities.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>There is reasonable allocation of resources and commitment to support quality recruitment strategies and to attract appropriately qualified and skilled educators and other staff.</p>	<p>The Principal and Newcrest understand the critical importance of getting high quality staff who want to teach at the school. Vacancies, including four for the commencement of the 2015 school year, are identified early and a comprehensive process set in train that includes advertising widely, interviews in Melbourne, visits by aspirants to the school and a comprehensive induction program on their arrival. Every endeavour is made to avoid visa delays although this is sometimes outside the control of the school.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p><b>B. Leadership and management</b></p>					
<p>The school principal provides educational leadership with responsibility for ensuring effective teaching and learning, high expectations for all students and support for student wellbeing.</p>	<p>The Principal is a well-credentialed leader of the school, highly respected and valued by staff, parents and students. His experience in small and large South Australian schools in teaching and leadership is evident from the breadth of practice he has introduced into the school and the careful and thorough documentation that accompanies his planning and programming.</p> <p>He is also an accomplished Australian Football League (AFL) coach of junior and senior teams in South Australia and has effectively used his football skills and knowledge to form a bridge with students and the wider community.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>There is an effective leadership team led by the principal with appropriate membership and clear roles and responsibilities.</p>	<p>The current Principal operates without the senior teacher referred to in the 2013 audit report. Staff have clearly defined roles and responsibilities that they understand and follow. A strong team ethos is evident that ensures the smooth running of the school. The teachers carrying over into 2015 have been tasked with support to the new staff to ensure that ethos continues and grows.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>The school effectively manages and aligns its resources (allocated budget, infrastructure and materials, staffing and time and ICT) to support improved student outcomes.</p>	<p>This is a very well managed school with highly experienced staff including the Principal and teachers. This is evidenced by the fact that the three teachers leaving to continue their teaching careers will be moving into consultancy positions in Australia and overseas. The school is well endowed with materials and equipment as well as staff and these resources are fully utilised by staff and students. Where possible resources are shared with the wider community, but the focus remains on improving student outcomes.</p> <p>98 per cent of students, 100 per cent of staff and 100 per cent of parents strongly agree with the statement that LIPS is a good school.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			



The school keeps appropriate records including, but not limited to records of student enrolment and achievement data are maintained in accordance with policies and procedures

Comprehensive documentation is maintained in all aspects of school operations. The office is efficiently run by the school administration officer who is seeking to add a Diploma in Business Management to her Diploma in Office Administration in 2015.

The read availability of policies on all aspects of school life ensures that students, parents and staff can quickly adjust to the school given the transient nature of the student body.

B	D	E
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### Recommendation

1. The Strategic Business Plan needs to be updated from 2014-15 to 2015-16 when Newcrest has completed changes to its planning requirements.
2. Continue and expand the engagement of senior management of Newcrest in the school where appropriate.
3. Explore and confirm with all parents on the School Council decision to adjust term dates in 2015 to balance the terms and meet airline schedules for staff and students.
4. Maintain the governance structure including the School Council and Student Council.
5. As part of student leadership development consider an interface between the School Council and Student Council either by report or a student representative attending the School Council.

### 3. Educational programs

#### Standard and description

An explicit localised curriculum, with regular tracking and reporting of student outcomes, guides teaching strategies to ensure improved learning outcomes for all students.

Indicators	Evidence	Performance			
<p>There is a clearly documented, sequenced plan for curriculum delivery across the years for the school which reflects the school's local context and makes clear what teachers should teach and students should learn.</p>	<p>The Curriculum Framework is an excellent document that clearly articulates the scope and sequencing of English, mathematics, science and history and the pedagogy for the delivery of these subjects.</p> <p>There will be some loss of corporate knowledge of PNG history and culture when teachers with several years' experience in the country leave at the end of 2014. This is balanced with the experienced national staff at the school, but work will be required to provide a balance to Aboriginal and Torres Strait Islander histories and cultures. The work of national staff at Goroka Preparatory School, also licenced with EQI and delivering the Queensland/Australian Curriculum, may be of assistance here.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>Explicit and clear school-wide targets for improvement have been set and communicated.</p>	<p>The development of benchmarks for each year level in English and mathematics has commenced. Further development of these benchmarks will ensure students graduate to the next year level with age-appropriate knowledge and skills.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>A range of assessment practices are used to monitor and evaluate each student's progress, guide individual learning plans and report to students and families on progress.</p>	<p>Assessment and reporting practices at the school are comprehensive, understood by staff and valued by parents. For example, 100 per cent of parents strongly agree or agree that their child's skills in mathematics and English are being developed in the school.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>The school has established and is implementing a systematic plan for the collection, analysis and use of formal and informal student outcomes data (academic, attendance and behaviour).</p>	<p>LIPS is essentially free of attendance and behaviour problems, although well-developed policies are in place. Staff report in their opinion survey that student behaviour is well managed at the school and that they are well supported in this area. The quality of education provided is a strong incentive for students to focus on their learning. Data collection of student performance is of a high standard and teachers were observed recording and using student performance data to inform their teaching practice.</p> <p>The NAPLAN results for LIPS in 2014 significantly exceeded the Queensland and Australian averages for reading, writing spelling and grammar and punctuation in Year 3, writing and spelling in Year 5 and in all 5 areas for Year 7.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>Teachers use differentiated teaching strategies in the classroom to address the learning needs of individual students.</p>	<p>Small class sizes and full time teacher support in the form of national teacher aides or assistant teachers contributed to the high quality teaching observed in each classroom. Teachers continually moved around the classroom checking that students were understanding concepts. Support staff similarly ensured all children were on task.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			

<p>Resources are at an appropriate level to support effective delivery of the curriculum and active participation by all students.</p>	<p>The school is well resourced to meet most student learning needs, including access to a wide range of musical instruments, the community sports field, desktop computers and white boards. There is a continual process of resource upgrade and items being replaced are offered to local schools to support their students.</p> <p>The Principal has ensured professional reading material and resources are available for teachers to support current learning priorities e.g. <i>Teaching Reading Comprehension Strategies</i> and <i>The Writing Book</i> by Sheena Cameron. Classroom observations revealed teachers use of such resources.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>ICTs are used appropriately to extend learning experiences and enhance outcomes.</p>	<p>Teachers and students make excellent use of ICT's to improve learning outcomes. Every classroom is supplied with an electronic white board and teachers exhibited a high level of understanding in their application to enhance student understanding.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>Parents receive clear, detailed, accurate, and timely reports of student academic progress and achievement.</p>	<p>93 per cent of parents indicated that they strongly agreed or agreed that the school provided useful feedback about their child's progress. Parents were frequently visible around the school and in classrooms. Very high participation was also evident with the kindy groups and at the 'music parade', a celebration of the outstanding music program at the school.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			

### Recommendation

1. Complete the development of year level benchmarks for English and mathematics.
2. Consider the implementation of prizes for academic achievement as practiced by other PNG schools and raised at School Council.
3. Consider exploring with Goroka Preparatory School, the work which that school's national teachers have done in embedding PNG history and culture in the Australian Curriculum.

#### 4. Student welfare and support

Standard and description		
School policies and practices support student health, safety and wellbeing.		
Indicators	Evidence	Performance
There are school wide policies and practices to identify and support students with special needs or abilities	LIPS has well developed plans for identifying and supporting students with special needs or abilities. The Student Support Guidelines, for example, outline actions to be taken in the development of a Student Support Plan while the Gifted Education Process outlines actions for class teachers, parents and specialist staff such as educational psychologists.	B   D   <b>E</b>
The health and wellbeing of students is a priority and supported through curriculum activities and access to pastoral care programs and qualified personnel.	LIPS receives speech therapy and guidance services from Cairns and it is important that access to these services continues. They are a basic component in the delivery of good educational programs to students and to be effective, need to be delivered at the school.  94 per cent of parents strongly agreed or agreed that their child's learning needs were being met by the school.	B   D   <b>E</b>
School-wide behaviour management plans and practices have been developed and implemented.	A comprehensive Responsible Behaviour Policy has been developed, published and implemented. The policy is based on the values of working together, high performance, innovation and problem solving, integrity and honesty and caring about people. All members of the school community are expected to conduct themselves according to those values and consequently there are Codes of Conduct identified for students, parents, teachers and the Principal.	B   D   <b>E</b>
Appropriate extracurricular activities are available to enrich the educational environment.	For a small school there are excellent extracurricular activities available that are enthusiastically embraced by students including swimming, music and football. The school has daytime access to the town's sports field and the Principal, a keen and highly qualified AFL coach, has facilitated significant improvements to the grounds and enabled easy access to the school's resources to support activities.  Independence Day Celebrations remain a key event in the life of the school, with wide community support.  Given the isolation of Lihir Island, these extracurricular activities are most important to school families.	B   D   <b>E</b>
The school maintains clear lines of communication with parents and families and informs them of concerns relating students' behaviour, health and wellbeing.	There is a high level of engagement between staff and parents including an open door policy that encourages parents to participate in the life of the school. This is complimented by a weekly newsletter, email and website information. The size of the school and the nature of a 'gated' community, together with the emphasis placed on the importance of a close relationship between the school and families, lends to the perception of a large family where everyone looks after each other.	B   D   <b>E</b>

## Recommendation

1. Continue the practice of accessing key allied health programs including speech therapy and educational psychology as a cost effective way of servicing student needs.
2. Undertake the planned 'You Can Do It' in 2015 supported by professional development.
3. Maintain the high level of care and concern for the welfare of students.

## 5. Staff welfare and support

### Standard and description

There are appropriate staffing arrangements in place at the school, relevant staff support policy and procedures and a commitment to staff continuous improvement.

Indicators	Evidence	Performance
There are adequate processes in place to support staff in the delivery of quality educational programs and ensuring children's safety and wellbeing.	The Principal has established a close professional relationship with all staff and he supports this with comprehensive documentation outlining the processes and behaviours expected of staff to ensure the school operates as a highly effective learning environment.	B D E
Staff code of conduct and expectations regarding personal and professional behaviour are clearly expressed and observed.	The Teacher Code of Conduct is published listing both teachers' rights and their responsibilities. A Mandatory Reporting Policy outlines staff actions if there is evidence of child abuse or neglect. All national and expatriate staff report that they strongly agree or agree that students are treated fairly at the school and that social, cultural and racial diversity is respected.	B D E
Teachers collaboratively work with colleagues to share teaching practices likely to provide the best outcomes for students.	During teacher interviews all staff reported valuing the collaborative work with their colleagues, including within and between expatriate and national staff. The Principal ensures his own knowledge and skills are current through attendance at significant Australian professional development conferences and shares his knowledge with staff. Classroom observations showed evidence of application of that knowledge.	B D E
<p>Staff performance appraisal is embedded in school practice and provides an opportunity for:</p> <ul style="list-style-type: none"> <li>• professional dialogue between staff and supervisors and/or mentors</li> <li>• outlining expectations of role for staff</li> <li>• recognition of achievements and strengths</li> <li>• identification of personal development needs and goals</li> </ul>	<p>Professional dialogue dominates the conversations between staff who spend considerable time outside of school hours planning and preparing programs. Expatriate and national staff plan together and that is reflected in the team teaching evident from classroom observations.</p> <p>The Principal undertakes regular, planned observation and feedback sessions that are welcomed by staff. Of particular value is the framework for these sessions. Guidelines are provided to the class teacher prior to the lesson, including guided probing questions that will form the basis of the feedback session. While clearly of benefit to the teachers in supporting reflective practice, it also serves to train staff to provide feedback to colleagues in peer review contexts.</p> <p>90 per cent of staff agree or strongly agree that the school encourages them to provide constructive feedback.</p> <p>9 of the 11 staff agree or strongly agree that the school celebrates staff achievements.</p>	B D E
The school plans for professional learning and ensures opportunities for	Due to the geographic isolation of the school, considerable attention is placed on ensuring that staff have access to opportunities to develop their professional skills. All teaching staff undertake a visit once a year to Australia to develop their skills in	B D E

<p>ongoing professional learning are available to all staff to meet their professional development needs</p>	<p>line with the strategic priorities for school improvement.</p>				
<p>There exists a comprehensive school induction program for beginning and new teachers.</p>	<p>LIPS has a well-developed recruitment and induction program that ensures the appointment of high quality teachers are well prepared for teaching at LIPS. After expatriate positions are advertised, applicants are shortlisted and interviewed in Melbourne. Appointees are given a two-day onsite induction in the term before taking up duty and then a comprehensive program on arrival. The program is supported by the extensive curriculum and policy documentation and mentoring from continuing teachers. This process also enables a skills audit that identifies gaps in future school capacity so that strategies can be identified to fill any such gaps. For example the delivery of the music program for 2015 has required the mentoring and training of continuing staff as no applicants presented with music qualifications.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			
<p>There are human resource policies and procedures detailing the terms and conditions applicable to staff including pay and leave entitlements and dispute resolution processes.</p>	<p>HR policies and procedures are well developed for expatriate staff. The opportunity exists to further develop the skills and qualifications of the national teaching staff. The two teacher aides are currently completing their Year 11 and 12 through the Lihir Resource Centre which is affiliated with the University of PNG. One of the assistant teachers has a Bachelor of Education. The other two assistant teachers have diplomas and are interested in completing a Bachelor of Education; however, the costs are prohibitive for them. These staff have exposure to excellent classroom teaching and investment in their formal training makes long-term strategic sense.</p>	<table border="1"> <tr> <td>B</td> <td>D</td> <td>E</td> </tr> </table>	B	D	E
B	D	E			

### Recommendation

1. Provide Newcrest with an audit of the qualifications and experience of the national staff.
2. Identify and provide support to the national staff to upgrade their qualifications.
3. Develop guidelines for planning between expatriate and national staff.
4. Continue to explore opportunities to engage national staff from other schools, particularly Principals, in professional learning opportunities.
5. Build the relationship with the local high school to support those students transitioning from LIPS to Year 8 in country.

## 6. School facilities

### Standard and description

School facilities support the delivery of all programs.

Indicators	Evidence	Performance
School students are appropriately accommodated with adequate space in buildings and facilities.	LIPS is a well-planned school with an open central courtyard enabling easy student supervision. Classrooms are air-conditioned, open, planned, spacious and well resourced. The school has access to the adjacent town sports field. All staff strongly agree or agree that the school has the buildings and infrastructure to support teaching and learning practices.	B D E
Buildings and facilities are designed to provide easy access for students, staff, parents and visitors with special needs or abilities.	Most classrooms including the administration offices are at ground level and have easy direct access for the public and students. Should the situation arise the school can easily accommodate students, staff or visitors with special needs.	B D E
The school grounds and facilities are safe, clean and well maintained.	As with all aspects of the town site, the school grounds and facilities are clean and well maintained. The grounds are attractive and conducive to learning.	B D E
There are appropriate facilities and related infrastructure to support curriculum delivery (e.g. laboratories, ICT, Library resources and digital technologies, sports facilities).	<p>Every classroom has a set of approximately six desktop computers and an electronic white board. From classroom observations it was clear very good use is made of these resources. In general the Newcrest expatriate families are highly computer literate and therefore there is high demand for these resources by students. The provision of laptop computers would enhance teaching options and lift access to IT resources to a higher standard.</p> <p>The only facility that does not meet high standards is the school library, and planning is underway for an upgrade in 2015. Usage by students during and outside of school hours is high and is worthy of the investment.</p>	B D E
The school aligns infrastructure planning and management with school strategic planning	Newcrest has a clear expectation that the primary purpose of the school is education for Newcrest Town site families. If space permits, the school is available to fee paying national students; however, the available places are carefully controlled as it is not possible to predict student numbers with accuracy. There is little likelihood of expanding the school in the foreseeable future.	B D E

### Recommendation

1. Enhance the current ICT capacity within the school with the addition of laptops to facilitate flexible learning options.
2. Upgrade the library to reflect current Australian school library standards and functions.



## 7. School–community partnerships

### Standard and description

The school community is encouraged to engage in school programs and the school develops and maintains strategic connections with the broader community.

Indicators	Evidence	Performance
The school builds partnerships with families to maximise student inclusion and engagement and celebrate successes.	The school's weekly newsletter, 'Toksave', provides rich opportunities to share student successes and inform parents of learning programs and events. 95 per cent of parents strongly agreed or agreed that the school has a strong sense of community.	B D E
Parents are given opportunities to become involved in student learning activities.	90 per cent of parents strongly agreed or agreed that the school encourages them to participate in school activities.  Observations of parents in classrooms and informal conversations with parents support the conclusion that parents are encouraged and seek to be actively involved with their children's education.	B D E
A range of methods are used to communicate and share important information between families and the school and seek their views on school programs.	The school ensures it is measuring the expectations and values of the community through regular direct contact, a revamped website, a weekly newsletter, regular parent feedback sessions and an active School Council.  84 per cent of parents strongly agree or agree that the school asks for their input.	B D E
There is an established process for complaints which is publicised and used effectively.	There is a published grievance procedures policy with principles that include treating everyone with respect, encouraging all parties to keep an open mind and undertake careful investigation, maintain confidentiality and not accepting insulting or offensive behaviour. The policy outlines steps for dealing with student, parent and staff grievances.	B D E
The school establishes networks and partnerships with other education providers, community organisations, business and industry to support student outcomes and student transitions.	The school works effectively to ensure the smooth transition of students from LIPS to their next school. LIPS also provides support to national schools on the Island when furniture replacement results in resources suitable for recycling. Resources are loaned where possible to the adult education centre in town which also supports two national staff to complete their Year 12 certificate. The Principal has built a strong relationship with young adults in the community through his involvement with sport.	B D E

### Recommendation

1. Parent education programs that enhance parent understanding of the curriculum and ways to assist their child's education be developed and implemented.
2. Maintain current levels of community engagement in school activities.

3. Continue to identify and provide opportunities for Newcrest senior management to be engaged in school activities.

## 8. Financial viability

### Standard and description

The financial affairs of the school are competently managed to support the operations of the school.

Indicators	Evidence	Performance
School finances are managed effectively to support delivery of the school's programs.	LIPS operates within the financial operating procedures and budget provided by NML and negotiated through the HR Manager. That 100per cent of parents and staff strongly agree that LIPS is a good school is a strong indication that the investment in the school is highly valued and well managed.	B D E
Accountable officers are given reasonable autonomy to manage school budgets and allocate funds in accordance with school priorities.	Newcrest maintains tight oversight of school expenditure. Practices and procedures that apply to other units in the company apply to the school. This can be a source of frustration for the school but is a reality for a company operating in a difficult global economy. That said, the school is clearly well resourced and meeting its core business of delivering a high quality education.	B D E
There are financial policies and procedures that guide expenditure authorisations and ensure appropriate record keeping	The school is operating in accordance with its obligations to NML. The Principal's line manager reports satisfaction with the way the school is operating.	B D E
All payments to Education Queensland International are in order	All payments to EQI are in order.	B D E

### Recommendation

1. Newcrest consider giving greater autonomy to the Principal to manage the school's budget within agreed parameters.