



Department of
Education

Shaping the future

Ashburton Drive Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also inform the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Ashburton Drive Primary School is located in Gosnells, approximately 22 kilometres from the Perth central business district in the South Metropolitan Education Region.

Currently there are 447 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 934 (decile 8).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission, and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- Multiple sources of evidence were used to confirm judgements about school performance. As a result of their involvement in the preparation of the domain overviews, staff were well prepared for the meetings they attended.
- The range of interrelated and credible evidence selected for analysis was exceptional. Attachments (with annotations), prepared to elaborate on the ESAT entry statements, were highly professional in substance and instructive in detail.
- Alignment was apparent between evidence provided and the Standard foci for each domain of the School Improvement and Accountability Framework.
- Preparation for the Public School Review provided the school an opportunity to consider and celebrate the impact of a highly strategic and determined effort to turn the school's performance around.
- A broad cross-section of school leaders, teachers, allied professionals, students, parents and community representatives, endorsed the evidence described in the ESAT submission and throughout the validation visit.

The following recommendations are made:

- Continue to use the Standard to augment the existing high levels of staff reflective capacity.
- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data for information that may be used for handover or ongoing school self-assessment.

Public School Review

Relationships and partnerships

Parent relationships and engagement with the school has seen a substantial growth in recent years with survey responses (2016 to 2020), averaging over twenty per cent improvement. Staff exhibit a genuine belief in the efficacy of their work with students and their families.

Commendations

The review team validate the following:

- The school promotes positive and respectful collaborative practices, during peer observations, professional discussion and provides clarity in roles and responsibilities with all staff.
- When new students enrol, families are offered welcoming school tours along with a parent handbook which provides vital information. Facilitating these important parent partnerships and opportunities has a positive impact on students settling into the school environment.
- Parent communication is paramount, utilising a variety of communication platforms and tools. Connect communication, at a classroom and school level, is regular and effective. Staff value communication with parents and carers, regularly achieving the school fortnightly targets for communications.
- The School Board promotes a shared vision with student outcomes and wellbeing always at the forefront of decision making. Energetic and passionate members understand and accept school governance obligations. The Board guest speaker initiative adds richness to its knowledge and deliberations. Complementary to the Board is the P&C, promoting activities between students, teachers and parents.
- Promotion of positive and collaborative relationships between the school and the Aboriginal community is a priority. It values the connections and partnerships are valued and driven through the work of the AIEO¹, to help build and maintain relationships and cultural understandings between the local community and school.

Learning environment

The school has invested significant time, effort and resources into re-establishing the conditions for a desired learning environment. The initiative to partner with Curtin University, to enable Social Work students to have practicums at the school, is both impressive for the idea and rewarding for the impact on staff and students.

Commendations

The review team validate the following:

- There is a common whole-school approach to behaviour expectations, which is supported through WAPBS². Behaviour statistics, harvested from the School Information System, provide the basis of data analysis and guide the focus of interventions by targeting expected behaviours across the school.
- Classrooms are structured to include identified quiet spaces in combination with flexible outdoor learning areas, which are made available for students to access whilst under the supervision of their teacher.
- To support SAER³, regular meetings are conducted. They include the deputy principal of SAER, the school psychologist and chaplain and are crucially supported by input from families, teachers, education assistants (special needs), and external agencies such as Wanslea Early Learning and Development.
- Daily draws for Green Ashburtoken and Medallion winners, together with Try-Athlon certificates, incentivises students to regulate their behaviours in line with school values. Students enthusiastically described their participation in this popular and effective reward system.
- Student voice has been authentically used to support decision making processes involving canteen options and permanent running lanes on the oval, funded with money donated by the P&C. The Peacemaker Program provides an ideal way for students to build and apply leadership skills.
- There is an unrelenting focus on promoting the importance of school attendance, values of cultural inclusion and recognising the importance of meaningful responses to Aboriginal cultural histories.
- As part of the staff's commitment to ensuring Aboriginal cultural perspectives are included in lessons, the AIEO supports class or small groups activities. The partnership with Southern River College, through the Deadly Sista program, is a valuable feature of the primary to secondary school transition strategy.

Leadership

The leaders work as a united team and hold school-wide responsibilities, reflective of their particular strengths. Building relational trust and teacher efficacy are key imperatives that define the work of the Principal.

Commendations

The review team validate the following:

- School leaders understand and accept both their responsibilities and their mutual accountability to each other. They are empowered through professional learning and on the job training. The leadership team's narrative of high expectations is a key theme to building school-wide collective responsibility for school improvement.
- Identified as a turnaround school, much of the credit is attributed to the Principal's unerring belief in, and unremitting commitment to, changing the school's direction. With a strong and skilled executive team, the Principal has been transformative in building self-belief across the staff.
- The appointment of the education assistant (lead) has had a profoundly positive effect on value adding support staff's influence on teacher/education assistant partnerships across the school. This supports the quality implementation of designated intervention strategies by education assistants.
- Instructional reflections generated through data, research and innovative thinking by the team are the source and inspiration for change. Performance management for all layers is seen as a growth opportunity.
- Feedback across the school is given and sought in the spirit of trust and respect. The positive and respectful relationships between the school and School Board are also framed by the openness and transparency of feedback relating to budget management, planning and student performance.

Recommendation

The review team support the following:

- Continue to explore leadership options and develop opportunities for eager aspirants.

Use of resources

The school adopts a systematic approach to ensure that the allocation of resources supports targeted focus areas. Regular monitoring by the manager corporate services (MCS) ensures current and future expenditure is well planned and reflects the school's legislated financial obligations.

Commendations

The review team validate the following:

- Sound processes ensure high levels of budget management probity. The MCS is recognised for her financial management acumen with the day-to-day management of resources a particular feature.
- A knowledgeable Finance Committee and cost-centre managers ensure appropriations are based on making student needs a priority. A commitment to transparency ensures the Finance Committee are well informed and receive targeted support to assist them in their governance oversight role.
- Resource allocations are tested for impact and sustainability. Data collection includes not only informing teaching practice but also balancing priorities. Appropriate measures have been taken to ensure students have access to 21st century digital learning options.
- The MCS uses the school corporate services staff competency framework to establish shared understandings relating to the effective and efficient functioning of the administration team. This delivers high standards of reception and is the basis for ensuring quality operating procedures and staff induction.
- A detailed, forward thinking workforce plan, is designed to future proof the school against the need to respond to unanticipated changes in staff or identify staff with specialised skills to introduce new programs.
- Targeted Initiative funding is both thoughtfully and strategically applied in the interests of the students for whom it is intended.

Recommendation

The review team support the following:

- Continue to maintain the integrity of the alignment between budget allocations and the business plan.

Teaching quality

A school-wide focus on teaching and learning follows a deliberate emphasis on establishing a calm and orderly learning environment. Teaching practices are predicated on the firm belief that what happens in the classroom between teacher and student will have the greatest impact on student learning success.

Commendations

The review team validate the following:

- Authentic whole-school beliefs abound in all facets of curriculum delivery. The pedagogical framework is a living entity, bringing both clarity and consistency through a common language for all classroom activity.
- The impact of building a shared teaching and learning vision, underscored by genuine collaboration has seen a resetting of the belief staff have in themselves as a team and an authentic sense of collective accountability.
- Links to the Western Australian Curriculum are unambiguous. Curriculum planning is aligned to the 'plan, teach and assess' cycle, with data routinely collected to inform the next learning phase for individual and cohorts of students. Curriculum plans are audited for compliance and contextual relevance.
- The iSTAR⁴ framework drives the design and structure of all lessons. Staff regularly undertake self-reflections augmented with planned peer observations, as part of their commitment to embedding low variance connected teaching practice across the school.
- Collaboration is viewed as a value adding and professionally enriching experience. Moderation is research-based and conducted with the intention of lifting standards of student success and reinforcing the school's high expectations ethos.

Recommendation

The review team support the following:

- Maintain the intention of genuinely engaging families in their child's education.

Student achievement and progress

High expectations for staff and students form a key part of the leaders' narrative for improvement. The turnaround in the school's performance is proportionate to the staff's strong belief in their capacity to make a difference for all students.

Commendations

The review team validate the following:

- There is a heightened awareness of the empowering impact of using data to guide classroom practice. The fearless analysis and lines of interest complemented by the data collection hub, indicate a determined approach to establishing and maintaining positive student progress and achievement trends.
- A frank analysis of aspects of student achievement has led to an unambiguous determination to discover learning gaps and apply appropriate differentiated strategies for individual and cohort student groups.
- All education assistants play a crucial role in the development and administration of Individual Education Plans. Specialist team leaders apply similar teaching approaches and data collection processes to classroom teachers. The collaboration between the education assistant (lead) and curriculum leaders has had a positive impact on the quality of teacher support.
- It is an expectation that parents and carers will never be surprised when reading their child's Semester report. This starts with staff building strong communications with home, which are positively endorsed by parents.
- Students are encouraged to 'own' their learning journey by seeking feedback. This nurtures the school's intention of developing independent, self-directed learners who aspire to personal excellence.

Recommendation

The review team support the following:

- Maintain engagement with network schools to ensure quality moderation for specialist programs.

Reviewers

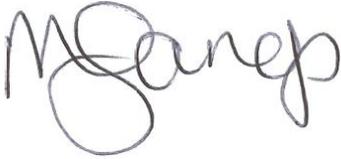
Rod Lowther
Director, Public School Review

Catherine De Thierry
Principal, Calista Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled during or after Term 1, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 Western Australian Positive Behaviour Support
- 3 Students at educational risk
- 4 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise