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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 School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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 support 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolReview@education.wa.edu.au

Context

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

The school was established in 1986 and became an Independent Public School in 2019.

Ashburton Drive Primary School has an Index of Community Socio-Educational Advantage of 931 (decile 8) and currently enrolls 420 students from Kindergarten to Year 6.

The school is supported by a School Board and Parent and Citizens' Association (P&C).

The first Public School Review of Ashburton Drive Primary School was conducted in Term 1, 2022. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an informative school self-assessment.

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

- Broad engagement of staff was a key feature of the school's self-reflection process. The Principal and senior leadership team undertook a consultative approach in managing and preparing the school's self-assessment, empowering staff with opportunities to participate in self-reflection and the identification of evidence of the school's performance.
- The self-assessment process confirmed the importance the leadership team places on collaboration and consultation which strengthened a sense of collective responsibility for school improvement.
- Reflections shared by the school leadership team, together with the candid conversations with a broad representation of staff during the validation visit, affirmed a culture focused on improving outcomes for students.
- Conversations with students, and representatives from the School Board, provided valuable insights and perspectives during the validation visit that supported and enhanced the process.

The following recommendations are made:

- Leverage the functionality of the Electronic School Assessment Tool to refine the collection and alignment of evidence, analysis and evaluative judgement, ensuring planned actions are clearly informed by school performance data and articulated in a concise and coherent manner.

Relationships and partnerships

Staff are committed to the ongoing strengthening of parent and community engagement through striving to implement inclusive, culturally responsive practices that build authentic partnerships, supporting student learning and wellbeing.

Commendations

The review team validate the following:

- Positive relationships with stakeholders are evident across all areas of the school. Collaborative structures provide dedicated time for staff to meet, strengthening professional relationships and supporting shared planning.
- The School Board and P&C are informed and actively engaged in the school. The Board provides oversight of governance, whilst the P&C's coordination of events fosters a sense of community and connection, as evidenced by a variety of annually scheduled events.
- Purposeful, culturally informed partnerships with Malpa – Indigenous Child Health and Waalitj Foundation, ensure Aboriginal and Torres Strait Islander students are supported through programs that celebrate their culture and identity from an early age.
- Embracing the Connected Community School initiative established through the Better and Fairer Schools Agreement, is strengthening partnerships with allied health professionals with a focus on improving student engagement and academic success.

Recommendations

The review team support the following:

- Integrate the support available through the Connected Community School trial into whole-school planning frameworks, including student services, wellbeing strategies, and curriculum planning, to ensure sustainability, alignment, and consistency of practice.
- Strengthen School Board governance processes by embedding structures that actively consider the perspectives, needs and aspirations of the school's culturally diverse community.

Learning environment

Staff strive to create a safe and caring learning environment with attention given to creating a welcoming experience for families. Prioritising the health and wellbeing of students is central to the work of the school.

Commendations

The review team validate the following:

- Respectful Relationships Education is embedded within classroom practice, with planned explicit teaching focus areas delivered across the year.
- Teachers use data to identify students at risk and provide targeted support through early intervention programs and external services to maximise engagement and support learning.
- A focus on creating an inclusive and culturally responsive environment and the integration of Aboriginal perspectives across the curriculum is evident in classrooms.
- The clear, well-understood and structured approach to monitoring and responding to students' attendance supports the schools' efforts to continually improve student engagement.
- Positive Behaviour Support is embedded and is the cornerstone of the school's approach to creating the conditions that support learning.

Recommendation

The review team support the following:

- Strengthen whole-school culturally responsive practices through analysing and responding to Aboriginal Cultural Safety Survey data.

Leadership

A collaborative and inclusive approach to change management acknowledges current practices and considers these within a framework of research and evidence with an intention to improve effectiveness. Professional learning and mentoring, support staff in implementing change.

Commendations

The review team validate the following:

- A model of distributed leadership is embedded, with operational teams and a gradual release of responsibility approach building staff capability, accountability and ownership.
- In distributing ownership for improvement processes, staff are encouraged to take on leadership roles, significantly contributing to positive outcomes for students. These roles are aligned to the school's Business Plan and allow staff to influence areas they are passionate about.
- Opportunities for peer observation, seeking feedback and sharing practice are available and aimed at strengthening whole-school teaching and reducing variance across classrooms. Staff value these opportunities.
- Professional learning is aligned to whole-school priorities, including ADHD¹ With Me, Berry Street, and targeted curriculum areas, alongside opportunities for staff to observe best practice in other schools.

Recommendations

The review team support the following:

- Strengthen staff accountability and feedback processes, to ensure consistent implementation of whole-school programs and agreed practices.
- Build staff data literacy and develop greater consistency in processes to support embedding the effective use of data to inform instructional decisions and target support for improved student outcomes.

Use of resources

Selection in the Connected Community Schools trial and unexpected changes in the manager corporate services role are being strategically managed to minimise impact on effective management of resources.

Commendations

The review team validate the following:

- Structured budget planning processes which include oversight by the Finance Committee and School Board, ensure accountability and alignment with school priorities.
- Human resources, including highly passionate and skilled education assistants and specialist staff, are deployed strategically to address student needs and support intervention programs.
- Cost centre managers receive regular financial reports and are supported to manage budgets effectively, ensuring accountability and informed decision making.
- The workforce plan demonstrates a strategic and responsive approach to staffing, taking into consideration the complexities associated with the school's Connected Community School context, being part of the Metropolitan Teaching Program Schools and the evolving demographic profile of the local community.

Recommendations

The review team support the following:

- With the introduction of the Connected Community Schools trial, enhance monitoring of the one-line budget, particularly staffing and relief expenditure, to ensure efficiency and effective resource management.
- Implement systems that allow for the impact of resource allocation on achieving student learning and engagement targets to be determined.
- Make clear and consistent the alignment of budgets and operational plans.
- Implement systems to understand the impact of targeted and student characteristics funding on the academic achievement and engagement of students for whom it is intended.

Teaching quality

Staff demonstrate a commitment to teaching quality and an openness to reflect and build on their professional capacity to meet the learning needs of students. A desire to reduce the variability of practice across classrooms is evident.

Commendations

The review team validate the following:

- Teaching is underpinned by the delivery of programs including Origo, Talk for Writing, Word Origins and Letters and Sounds, ensuring that instruction is aligned with proven approaches to literacy and numeracy development.
- A consistent whole-school approach to lesson design based on the gradual release of responsibility model is evident across classrooms.
- Trauma-informed practices have been enhanced, together with aspects of Visible Learning to strengthen student engagement in learning.
- Assessment data collected from a range of tools which include Progressive Achievement Tests (PAT), Writemark and DIBELS² provides consistent and reliable measures of student achievement, enabling teaching to be informed by evidence of student progress.

Recommendations

The review team support the following:

- Strengthen current lesson design and whole-school teaching strategies to ensure they incorporate and acknowledge contemporary knowledge of high impact teaching.
- Further develop processes that support teachers to implement whole-school pedagogical expectations with fidelity and rigour.

Student achievement and progress

A range of school assessment and systemic data is collected and used to monitor and track student progress and achievement. There is a collective understanding of the importance of data in informing decision making.

Commendations

The review team validate the following:

- The school implements a whole-school assessment schedule, ensuring consistent collection of student achievement data across learning areas and year levels.
- Classroom moderation processes are enabled, with opportunities for staff to work collaboratively during common duties other than teaching time to ensure consistent and accurate assessment of student work.
- The school Business Plan identifies measurable targets to improve student achievement in English and mathematics, together with those to improve their wellbeing.
- Student achievement and progress are monitored through a structured whole-school approach that draws on multiple sources of systemic and school-based data, including On-entry, PAT, NAPLAN³, Writemark and Elastik, to support informed planning and targeted teaching responses.
- The AUSLAN⁴ teacher has been proactive in networking with other AUSLAN teachers across schools and regions to create opportunities to support the consistent assessment of student progress and achievement.

Recommendations

The review team support the following:

- Monitor the academic achievement of Aboriginal students and students from an English as an additional language or dialect background to confirm progress and inform teaching and program adjustments.
- Strengthen whole-school processes and expectations for data use, ensuring consistent practices in how staff analyse and respond to data to drive student improvement.

Reviewers	
Gary Crocetta Director, Public School Review	Nichola Butler Principal, Atwell 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 to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 Attention Deficit Hyperactivity Disorder
- 2 Dynamic Indicators of Basic Early Literacy Skills
- 3 National Assessment Program – Literacy and Numeracy
- 4 Australian Sign Language