



Department of
Education

Shaping the future

Ardross Primary School

Public School Review

D24/0165222
February 2024



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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Established in 1961, Ardross Primary School is located approximately 12 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1139 (decile 1).

It currently enrolls 414 students from Kindergarten to Year 6. In 2012, the school became an Independent Public School.

Ardross Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Ardross Primary School was conducted in Term 1, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

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:

- Staff considered the Public School Review as a good opportunity to reflect on school performance, foster collaboration and strategically chart a course for future school improvement.
- Evidence presented was meticulously supported by thorough analysis, offering an examination of each component.
- Planned actions thoughtfully mirrored the specific needs identified by the presented data, ensuring an effective approach to addressing key areas of focus.
- The self-assessment process was characterised by its inclusivity, engaging a diverse array of staff and community members in the validation day meetings and input into the Electronic School Assessment Tool (ESAT) entries.
- The knowledge and experience of community participants, inclusive of School Board members, P&C representatives and external partners, added value to the process.

The following recommendations are made:

- Consider identifying the evidence necessary to demonstrate meeting the Standard under each domain.
- For future ESAT submissions, cross-reference the evidence selected to reduce double up and excess workload for the school.

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Relationships and partnerships

The school is focused on building positive and supportive relationships between students, staff and families and cultivating partnerships with community groups, enhancing a strong sense of community.

Commendations

The review team validate the following:

- The Principal is seen as a positive role model and welcoming to all community members, particularly to new and prospective families.
- Education assistants reported feeling valued and are seen as genuine contributors to students' education. Their scheduled term meetings have enhanced this belief.
- Partnerships with the City of Melville and the Shires of York and Harvey are valued and support the school's involvement in the River Rangers cadet program.
- Community Conversation Cafes are valued by the community. Held each term, they provide information for staff and families on topics such as cyber safety, NAPLAN¹ and health and wellbeing.
- The school leverages diverse communication platforms to engage with its community effectively. There is clear evidence of the school actively soliciting and valuing feedback, including student representatives meeting with the Principal once a term.

Recommendations

The review team support the following:

- Maintain the positive and proactive engagement with the community to strengthen collaborative efforts towards common goals.
- Continue to encourage new communication initiatives, such as the fortnightly classroom newsletter and student podcast, to enhance communication efforts.

Learning environment

A safe, positive and supportive learning environment is embedded within the school with a focus on developing the whole-child. Physical, academic, social and emotional wellbeing are priorities in the development of every student.

Commendations

The review team validate the following:

- Consistent messaging through the Positive Behaviour Support (PBS) program, including the explicit teaching of the values of respect, responsibility, resilience and safety. The PBS rewards system and an explicit behaviour matrix ensures a whole-school approach to support student behaviour.
- The use of the English as an Additional Language or Dialect Progress Map serves as a valuable tool in facilitating differentiated teaching practices for linguistically diverse students, aiding the ongoing development of their proficiency in English.
- A Reconciliation Action Plan underpins the understanding and awareness of the Noongar culture and promotes consistent immersion in a culturally responsive environment.
- School processes for students at educational risk are established and well supported by a student services team consisting of the school psychologist, chaplain and external professionals such as occupational therapists, trauma therapists and behavioural specialists.

Recommendations

The review team support the following:

- Continue to capture data around Tier 1 student behaviour to monitor the impact of behavioural intervention programs.
- Maintain a focus on ensuring that the school is a safe place for everyone through continued enhancements to the physical environment.

Leadership

Leaders are consultative, taking care to collaboratively engage staff by establishing a 'why' and clear purpose for change. Opportunities for aspirants to lead are provided.

Commendations

The review team validate the following:

- Change is undertaken purposefully, creating genuine buy-in by identifying need, being inclusive of all staff and recognising the need for, and provision of, relevant professional learning.
- Team processes encourage teachers to plan and support each other during collaborative, common Duties other than Teaching time and staff meetings.
- Performance management and development processes provide opportunities for staff to reflect and set personal improvement goals.
- A distributed leadership model exists in the school, with clear committee structures and support mechanisms such the Future Leaders Framework and the Applecross Network of Schools.
- Staff are engaged in the development and review of the business plan based on student data and the school's four pillars of: high quality teaching and learning; strong governance and leadership; positive collaboration and partnerships; and fostering an inclusive learning environment.

Recommendations

The review team support the following:

- Enhance the quality of instructional support, inclusive of coaching and class observations, across the school.
- Develop a clearly articulated 'roles and responsibilities' statement for leaders within the school.

Use of resources

Responsive, flexible and aligned to evidence, decisions pertaining to the judicious deployment of resources are undertaken strategically. The leadership team, inclusive of the manager corporate services (MCS), work collaboratively to ensure decision making processes are transparent, evidence-based and monitored effectively.

Commendations

The review team validate the following:

- The MCS provides cohesive and consistent leadership to plan for and embed effective financial controls, processes and practices across the school.
- Regular monitoring of physical classroom standards leads to targeted maintenance, such as painting and carpeting being kept to contemporary expectations for staff and students.
- Sound processes and practices are established for managing financial and human resources, with an effective Finance Committee providing financial oversight.
- A comparative assessment has been undertaken on purchasing versus leasing of ICT² equipment based on student needs, affordability and supported by the School Board.
- Trust, honesty and confidentiality allow for highly effective workforce management processes to support human resource management and meeting the needs of students.

Recommendations

The review team support the following:

- Maintain close management of the school environment, ensuring it continues to meet the needs of the school, for example ICT infrastructure and electrical demands.
- Review the ICT hardware available to support and meet the needs of teaching and learning programs.

Teaching quality

The school acknowledges the critical importance of whole-school approaches, with a focus upon low variance teaching practices to support high levels of student achievement. The development of shared, school-wide beliefs about teaching is undertaken in the interests of enhancing the school's improvement agenda.

Commendations

The review team validate the following:

- NAPLAN data is collectively reviewed by staff and guides classroom planning.
- A cross-curriculum approach to teaching, through topics such as sustainability and cultural responsiveness, enhances student engagement in learning.
- Professional learning is targeted at school priorities and individual needs identified through performance management and development.
- Teaching programs align to the Western Australian Curriculum with the development of operational and strategic plans guiding the whole-school improvement agenda.
- Staff differentiate their teaching to meet the needs of individual students and consistent programs are being implemented across the school including Letters and Sounds, MiniLit, Mathletics and Sound Waves.

Recommendations

The review team support the following:

- Craft a unified statement outlining shared beliefs on optimal learning and teaching practices for children.
- Develop and enact an agreed evidence-based pedagogical framework across the school. Use the Quality Teaching Strategy to inform what good teaching practice looks like at Ardross Primary School.

Student achievement and progress

Data is seen as a measure of performance and a tool to guide teaching and learning by identifying gaps in student learning. Data sets and work samples are used to moderate teachers' judgements.

Commendations

The review team validate the following:

- An emphasis is placed on language development, leveraging proven programs such as Cracking the Code and Letters and Sounds, to bolster early years learning among students from linguistically diverse backgrounds.
- Special Educational Need (SEN) planning is used to identify Individual Education Plan (IEP) targets and SEN reporting is used to communicate achievement against IEP targets to parents.
- Timelines and expectations of assessment requirements are established and adhered to across the school.
- Staff continue to make efforts to align grades accurately through engaging in effective moderation practices, including the use of Brightpath and the School Curriculum and Standards Authority Judging Standards.

Recommendations

The review team support the following:

- Continue to focus on developing the data literacy skills of staff through opportunities in professional learning teams and whole-staff meetings to help identify trends and analyse gaps to provide support through relevant professional learning.
- Develop an agreed suite of data tools to inform teaching and learning and support teacher judgment about students' levels of achievement, including the use of norm referenced assessments.

Reviewers

Darren Greaves
Director, Public School Review

Travis Miller
Principal, Victoria Park 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 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Information and communications technology