



Department of
Education

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Ardross Primary School

Public School Review

February 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Ardross Primary School is located approximately 12 kilometres from the Perth central business district, in the South Metropolitan Education Region. Established in 1961 and with an Index of Community and Socio-Educational Advantage rating of 1137, the school provides educational programs to 400 students from Kindergarten to Year 6.

The school embraces the cultural diversity of its students and has an embedded value of inclusivity. Approximately 40 per cent of the student population has a language background other than English.

Ardross Primary School prides itself on its solid academic achievement record and offers many opportunities for students to excel in areas such as music, art, Japanese and sport. In 2012, the school gained Independent Public School status. The school has the support of an active Parents and Citizens' Association (P&C) and School Board

School self-assessment validation

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

The following aspects are confirmed:

- Staff engaged positively in the review process.
- The self-assessment was completed collaboratively, with staff involvement.
- A broad scope of credible evidence was submitted for analysis.
- There is alignment between evidence of school performance, observations and judgements about performance.

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Relationships and partnerships	
<p>The staff culture of loyalty and supportiveness has underpinned their success in managing significant strategic and operational change in a positive way. The introduction of Community Conversation Cafés has improved community engagement and helped form closer partnerships with the greater community.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school has a harmonious, effective working relationship with the School Board. • The P&C is credited with working tirelessly in raising funds for specific programs to support the school. • A new school logo has been collaboratively developed through consultation with the students. • Cultivation of productive relationships and partnerships within the community ie the City of Melville, Curtin University, the Fathering Project, has benefitted the students.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to refine methods of communication between administration and staff, and school and home, to support transparency and inclusivity.

Learning environment	
<p>Ardross Primary School has an inclusive culture that supports the students to learn in a safe and supportive learning environment. Parents are actively involved in the school and value the teachers and their work.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • An updated SAER¹ process has been implemented to provide better targeted support to students. • The school employs a chaplain three days per week to support student wellbeing. • There is a renewed focus on improving student attendance through education and regular communication with parents and by discouraging in-term holidays. • National School Opinion Surveys are conducted biennially to collect information on satisfaction levels of staff, parents and students. • An Aboriginal education program, as well as a unique environmental sustainability project, are embedded in the school's curriculum.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • The school will continue to celebrate its outstanding achievements, ie Western Australian Science School of the Year, RoboCup Junior WA finalist awards, PALS² Reconciliation Award.

Leadership

The leadership team has worked cohesively to implement significant change in curriculum and pedagogy at the school. Ongoing review of change management processes has improved staff buy-in and receptiveness to change. One longstanding teacher remarked that: "...once a decision is made, staff are on board and make it work."

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A distributed leadership model is in place and has recently been restructured to include a dedicated curriculum deputy principal and a student services deputy principal. • The leadership team is united in speech and action. • In response to staff feedback, the leadership has revised the implementation timeline of whole-school approaches to provide teachers with adequate implementation time. • Development opportunities for teachers are provided through curriculum and phase of learning team leadership positions.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • The leadership is continuing to reflect on change management practices to improve staff understanding of the 'why' for change.

Use of resources

The experienced manager corporate services works closely with the Principal to manage school resources. This well maintained school showcases a variety of engaging and stimulating outdoor learning areas including a nature playground, purpose-designed early childhood outdoor area and a QR³ coded natural bush garden at the front of the school.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • School priorities are aligned to funding. Curriculum leaders are responsible for approving and tracking expenditure in their areas of responsibility. • Significant funding has been allocated to professional learning to support implementation of whole-school programs. • The Principal and manager corporate services meet weekly to review budget expenditure, particularly in the casual salaries area. • Student characteristic funding is used to support the children for whom it was intended.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to source grants for the school such as the successful Makerspace grant in 2018. • Continue to work with curriculum leaders to embed the understanding of how their budget aligns with the School Business Plan and associated documents. • Investigate an extension of the use of school premises by the broader community by promoting programs that support the School Business Plan.

Teaching quality

Ardross Primary School has a capable and experienced teaching staff, who are highly valued by parents. The school is developing shared whole-school approaches that include a consistent lesson design and focus on the teaching of writing.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school has introduced 'looping'⁴ as a strategy to build on established student/teacher relationships and to reinvigorate teaching staff by engaging with the curriculum at different year levels. • Collaborative DOTT⁵ sessions have supported change implementation through teachers working together and sharing practice within their phase of learning teams. • Currently in the substitution/augmentation stages, the school is implementing digital technology as 'tools' for teaching and learning.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Develop a plan for sustainability of the HOTS (higher order thinking skills), environmental sustainability and Aboriginal education programs. • Provide enriched learning experiences in science to improve student engagement and achievement. • Focus on improved results in writing through the introduction of Talk4Writing (Pre-primary-Year 3), Seven Steps (Years 4-6) and Brightpath Develop teachers' data literacy and establish the practice of linking student results to planning.

Student achievement and progress

The school has a history of high level student academic achievement. Staff have identified a negative trend in writing and have taken steps to arrest this decline.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Compared to like schools, reading, numeracy, grammar and punctuation, and spelling were all in the higher progress-higher achievement quadrant in 2018. Writing was in the lower progress-lower achievement quadrant. • Longitudinal NAPLAN⁶ data from 2013-2018 show student achievement is consistent and similar to like schools. • A comprehensive school-developed data matrix is used to track individual student achievement and progress. • Implementation of moderation sessions in mathematics, writing and science ensures consistent teacher grade judgement and promotes professional discussions on teacher practice.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Upskill staff in effective data analysis through leadership by the curriculum deputy principal in discussions and interrogation sessions of NAPLAN results. • Review and possible revision of the school-based assessments used as part of the longitudinal tracking of students by the leadership team.

Reviewers

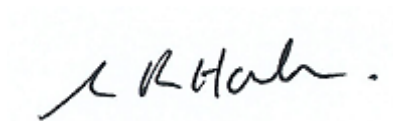
Laura O'Hara
Director, Public School Review

Carolyn Press
Principal, Subiaco Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Students at educational risk
- 2 Partnership Acceptance Learning Sharing
- 3 Quick Response
- 4 Looping (students remaining with the same classroom teacher for two or more years)
- 5 Duties other than Teaching
- 6 National Assessment Program – Literacy and Numeracy