



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Armadale Primary School

Public School Review

May 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:

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

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

Context

Armadale Primary School, an Independent Public School since 2012, is located in the South Metropolitan Education Region, approximately 28 kilometres from the Perth central business district.

The original school was established in 1899. Architecturally designed brick buildings are situated across nine levels and surrounded by picturesque natural bushland offering a pleasant learning environment for students.

With an Index of Community and Socio-Educational Advantage rating of 1026, the school currently enrolls 453 students from Kindergarten to Year 6.

The school enjoys a proactive Parents and Citizens' Association and School Board who make a significant contribution to the school.

School self-assessment validation

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

The following aspects are confirmed:

- A wide scope and multiple sources of credible evidence were selected for analysis.
- The selection of evidence provided an open and transparent account of the current school context and performance.
- There is alignment between evidence of school performance, observations and judgements about performance.
- Collaboration and staff engagement in whole-school improvement was validated during the school visit.
- A number of staff actively engaged and contributed their reflections during the school-based validation phase.

The following recommendation is made:

- Review, with the intention of prioritising, the number of entries and associated attachments in the school self-assessment.

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| Relationships and partnerships | |
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| <p>Collaboration between staff and with schools in the local network provides the impetus to collectively improve student outcomes. Strategically established partnerships have been identified to widen and improve student learning opportunities.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board provides valuable guidance and advice on school strategic direction and community priorities. • Parent responses to recent changes have been recognised and acknowledged as a source of feedback upon which to forge trust and confidence in the school direction. • Staff efficacy has been strengthened through opportunities to become involved in business and operational planning and target setting. • Staff collaborative processes are underpinned by trust, respect and a shared sense of professional obligation. • A commitment to the development of student and staff wellbeing is evident through the achievement of focus areas identified in strategic planning. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • With the support of the School Board, explore options to widen and strengthen the penetration of school communication processes relating to existing programs and those under consideration. |

| Learning environment | |
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| <p>A fundamental belief for all public schools is that every student is capable of learning. The school ethos is built on this belief, creating the conditions for a safe learning environment.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Tribes program has created a common student language through the explicit teaching of agreements, which are displayed in all classrooms. • Protective behaviours are promoted through the wellbeing program. • Strategic placement of students at educational risk (SAER) has maximised the effective use of education assistants. • Staff, with support from the learning support coordinator, school psychologist and chaplain, follow the SAER policy flowchart to take appropriate actions in supporting students with special learning needs and/or experiencing periods of anxiety. • Protocols for the preparation, implementation and monitoring of individual education plans, in combination with case management processes, ensure students at risk receive appropriate levels of support. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Prepare a program to build staff understanding and capacity regarding the management of complex issues relating to students experiencing trauma. • Align the range of social and emotional learning programs that are implemented to ensure a connected approach across the school. |

Leadership

Understanding and developing people is a key leadership trait. In combination with maintaining a vision and direction and managing the teaching and learning program, the school leadership team is focussed on ensuring staff feel empowered to be part of the school improvement agenda.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • A distributed leadership model increases staff ownership and responsibility for the sustainable implementation of whole-school initiatives. • Education assistants are well regarded, highly valued and play an integral role in the school improvement agenda. • Staff share coaching roles, lead curriculum and assessment development and present professional learning to develop the practice of others. • Performance management cycles include observation and feedback against negotiated goals that are aligned with school priorities. • The leadership team is unified in its determination to model best practice in moral purpose, performance development and staff empowerment. • The capacity of staff is strengthened through a distributed leadership structure that has created a leadership ethos, which has both depth and breadth. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Commence work on a plan to implement the ACSF¹ to enable the school to build cultural awareness and be more responsive to the needs of Aboriginal students. |

Use of resources

The school's resource management has been shaped by careful consideration given to the alignment between school planning with budget allocations, workforce deployment and providing a 21st century learning environment.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal and manager corporate services work together to provide appropriate oversight of the day-to-day management of resources. • Budgets are established through collaborative and transparent planning, aligned to increase student achievement and articulated in school plans. • Cost centre managers are supported to review expenditure each month. • The Finance Committee provides a forum for transparent decision making, ensuring financial probity and the alignment of planning with budget allocations. • A comprehensive workforce plan has been developed to identify future staffing requirements necessary to meet the school's strategic directions. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Transparent communication to staff and the School Board will ensure increased understanding of the organisational complexities of preparing and implementing a forward thinking workforce management plan. |

Teaching quality

The prevailing pedagogical infrastructure has evolved to become the basis upon which staff shape the best ways of maximising student learning. The school staff coaching initiative provides targeted support for teachers in their area of specialisation.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Change management in curriculum design and delivery is led by staff through collegiate modelling, observations, staff workshops and professional readings. • Literacy and numeracy policy and procedure documents are understood and accepted by teachers as core to their class planning and lesson content. • The Western Australian Curriculum is delivered through a combination of contemporary pedagogical frameworks and practice. • High levels of professional accountability and personal responsibility underpin quality collaborative processes. • Students' learning experiences are enriched through significant levels of subject integration including, but not limited to, numeracy, literacy, STEM², Languages, science and music. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Explore options to encourage and facilitate teaching staff to pursue Level 3 Classroom Teacher status. |

Student achievement and progress

Targets, evidence-based strategies and milestones have been developed through processes of data collection and analysis. Systematic monitoring of performance data and other information, such as student health and wellbeing, informs curriculum design and delivery.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers express a strong belief that school performance is a shared responsibility. • Student achievement levels are within reasonable limits, however, the school continues to pursue fine grain data analysis to identify performance gaps and inform the preparation of differentiated learning programs. • Moderation of student work samples has been a focus of collaborative team agendas. • On-entry Assessment Program data are used effectively to inform a dedicated intervention program to support students with identified literacy learning needs. • The school's holistic approach in achieving a balance between academic, social and emotional aspects, strengthens the students' capacity to focus on learning. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Widen the scope and depth of teacher understanding of available sources of student performance data and information to inform classroom planning and teaching intentions. |

Reviewers

Rod Lowther
Director, Public School Review

Lisa Tucker
Principal, West Leeming 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.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Aboriginal Cultural Standards Framework
- 2 Science, technology, engineering and mathematics