



Department of  
Education

**Shaping the future**

# Armadale 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 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Established in 1899, Armadale Primary School is located approximately 28 kilometres from the Perth central business district, in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1018 (decile 4).

It currently enrolls 440 students from Kindergarten to Year 6 and became an Independent Public School in 2012.

Armadale Primary School is supported by the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Armadale Primary School was conducted in Term 2, 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 coordinated the submission of the school's self-assessment.

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

- The process of preparing the self-assessment for the review began in June 2023 under the previous Principal and was completed by the current Principal at the beginning of 2024.
- The Principal valued the review process as an opportunity to reflect on the school's improvement journey and identify areas for celebration and improvement.
- Confident student leaders spoke proudly, providing positive contributions to the Public School Review during the validation visit.
- The insightful and authentic participation of staff in discussions demonstrated an unwavering shared commitment to the school's success and improvement.
- P&C representatives and a highly regarded community partner engaged ardently in the validation visit discussions, reflecting a strong sense of engagement and investment in the school's ongoing development and an appreciation of the work of staff in improving educational outcomes for their children.

The following recommendations are made:

- Supporting a more comprehensive self-reflection, take into consideration the breadth of the domain foci and elaborations when conducting school self-assessment.
- Consider annotating evidence submitted through the Electronic School Assessment Tool, drawing attention to specific aspects to be considered by the review team and clarification of the purpose of its inclusion.
- Distil evidence to that which has the strongest impact on student outcomes and demonstrates the Standard has been met.

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### Relationships and partnerships

Proudly founded on generational connections, the unity and connection between staff and community has held the school steady during leadership changes. Students radiate pride in their school and value the care and support provided by staff.

### Commendations

The review team validate the following:

- A highly developed culture of care and respect is providing the foundation for thriving relationships between staff, optimising the conditions for student success.
- The customary engagement of the school in community events such as Music in the Mall and Araluen's Carols by Torchlight, as well as performances by the much-loved Hopperoos, are acclaimed features of the school.
- The partnership with The Fathering Project is highly regarded and adds value to operational and strategic improvement initiatives.
- Families value the school, the caring approach of staff and the visible, relational nature of the leadership team, fostered through daily interactions and active pursuits with students.
- A dynamic and proactive P&C engage in a range of fundraising initiatives making valuable contributions to the improvement of school facilities and building community connections.

### Recommendations

The review team support the following:

- Establish clearly defined communication norms to ensure consistent, timely and accurate communication across the school and with the community. Consider evolving the use of the currently used online platform to support this process.
- Implement regular measures to seek, analyse and act upon parent, staff and student satisfaction.

### Learning environment

The school ensures students enjoy coming to school by creating a sense of belonging through the establishment of a welcoming and safe environment. The students are enthusiastic advocates for the school's caring, inclusive ethos delivered through a visibly strong partnership between teachers and education assistants.

### Commendations

The review team validate the following:

- A comprehensive policy outlines school-wide processes that support the identification and monitoring of students at educational risk. Documented plans are developed and proactive collaboration between the learning support coordinator, school psychologist and school nurse ensures appropriate interventions and supports are in place.
- A commitment to developing cultural responsiveness is evident in the school's engagement with Armadale Settlers Common heritage site and desire to build connections with families.
- TRIBES is the cornerstone of the school's behaviour management approach and students strive to receive the time-honoured Aussie of the Month award and faction cards.
- Teachers and education assistants have forged effective partnerships demonstrating mutual respect for each other's knowledge and skills.

### Recommendations

The review team support the following:

- Further foster cultural responsiveness and provide opportunities to deepen understandings and build connections with Aboriginal students and the wider Noongar community.
- Consider the implementation of school-wide mental health and wellbeing programs to monitor and support the health and wellbeing of staff and students.

## Leadership

Led by a newly formed, driven leadership team and underpinned by a collective desire to improve, a culture of consultation and collaboration is being enthusiastically established.

### Commendations

The review team validate the following:

- The positive and visible presence of the Principal is highly valued by staff and families. They are described as a breath of fresh air leading by example and valuing those they lead.
- The leadership team is committed to developing a collaborative culture of thriving teams through a range of professional learning and improvement processes.
- Confident, competent and passionate aspirant leaders seek opportunities to lead and contribute to consistency of planning and practice.
- Committed education assistants have a thirst for professional learning and support to develop skills that enhance their contribution to the school and student outcomes.

### Recommendations

The review team support the following:

- Prioritise the completion of the business plan with supporting operational plans in collaboration with staff, and consultation with the School Board.
- Strengthen the uniformity of class instruction through the development of instructional leaders.
- Foster low variance instruction throughout the school, supported through professional learning and coaching, monitored through performance development and feedback mechanisms.

## Use of resources

The Principal partners with the manager corporate services to provide oversight of financial decision making. The school is working to ensure resources are deployed to optimise the conditions that will support the needs of all students.

### Commendations

The review team validate the following:

- The appointment of a learning support coordinator has significantly strengthened the school's focus on individual education planning and resulted in increased funding and higher levels of support for students in need.
- Aligned to student needs, the school has allocated funds for additional education assistants and an AIEO<sup>1</sup>, adding value to the school's provision for students with additional needs.
- A strategic approach is taken to the delivery of professional learning and is aligned to the direction of the school.
- The school has processes for maintaining the physical environment, including recently installed fans in the undercover area, enhancing the learning environment for students and staff.
- School resourcing information is shared with the School Board and Finance Committee strengthening levels of governance and oversight in the use of school budgets.

### Recommendations

The review team support the following:

- Provide the Finance Committee with the opportunity to play an active role in decision making regarding the distribution of resources.
- Ensure resourcing is aligned to the new business and operational plans, with close consideration given to the allocation of student characteristic funding to implement teaching and learning adjustments to support the learning needs of identified students.
- Support the upskilling of education assistants and allied professionals through the implementation of regular performance management processes.

## Teaching quality

Driven by a strong moral purpose, the implementation of school-wide teaching practices, professional learning and clear expectations for instruction is a priority. The hardworking staff are committed to improving student outcomes and engaging in ongoing collaboration to best deliver pedagogy that meets the needs of Armadale Primary School students.

### Commendations

The review team validate the following:

- Staff value opportunities for collaboration that are provided to support the alignment and delivery of common practices across the school.
- Staff are offered the opportunity to participate in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school programs.
- There is a committed whole-school approach to the implementation of PLD<sup>2</sup>, reported to be delivered with fidelity and resulting in positive outcomes for students, as evidenced by 2023 Year 3 NAPLAN<sup>3</sup> reading data.
- A review of numeracy instruction is being led in a collaborative manner by the deputy principal.

### Recommendations

The review team support the following:

- Establish shared, school-wide beliefs about teaching to further enhance the school improvement agenda and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Strengthen staff ability to provide consistent, whole-school processes for in-class differentiation to cater for the learning needs of students.
- Develop moderation expectations to ensure consistent practice and low variation in teacher judgements, and support improved levels of student achievement, considering the benefits of a collaborative approach with network colleagues.

## Student achievement and progress

The school is committed to prioritising the development of the data literacy of staff, routine data collection and evidence-based decision making. A range of school-based and standardised assessments inform the data collection cycle.

### Commendations

The review team validate the following:

- Since 2021, NAPLAN data indicates a positive trend in student achievement across all areas of literacy and numeracy, with 2023 Year 3 Reading a standout performance.
- An assessment schedule informs staff of the type and timing of data collection, and the skills of staff to analyse a range of data for effect is a focus for development.
- Staff recognise improvement targets for both individuals and groups of students must be guided by evidence. A literacy database has been established to support the implementation of longitudinal tracking processes.
- Student profiles are used to support the transitions of students through the school, assisting the establishment of tracking and monitoring of student achievement and progress.

### Recommendations

The review team support the following:

- Review and refine the school-based assessment schedule to ensure all datasets remain fit for purpose, inform planning with impact and are relevant to the school's goals for student achievement.
- Using the whole-school assessment schedule, ensure a comprehensive set of systemic and school-based data are collected and used to assess, track, and monitor student achievement and progress.
- Develop opportunities for structured staff collaboration focused on teaching and learning and student achievement.
- Analyse current and longitudinal data, to set aspirational general and cohort specific targets in business and operational plans, particularly in relation to student progress.

## Reviewers

Kate Wilson  
**Director, Public School Review**

Nicole Kovalevs  
**Principal, Morley 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.

The next review process focusing on the leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 1, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Aboriginal and Islander education officer
- 2 Promoting Literacy Development
- 3 National Assessment Program – Literacy and Numeracy