



Department of  
Education

**Shaping the future**

# Ashdale 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

Ashdale Primary School is located in the suburb of Darch, approximately 20 kilometres from the Perth central business district, within the North Metropolitan Education Region.

Established in 2005, Ashdale Primary School is situated within a precinct of schools, including Ashdale Secondary College.

Ashdale Primary School has an Index of Community Socio-Educational Advantage rating of 1039 (decile 3).

There are currently 727 students enrolled from Kindergarten to Year 6.

The school became an Independent Public School in 2010 and is supported by a dedicated School Board and a proactive Parents and Citizens' Association (P&C).

The first Public School Review of Ashdale Primary School was conducted in Term 3, 2019. This 2023 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 succinct school self-assessment.

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

- The process of self-assessment was led by a deputy principal who coordinated the collection of evidence with leadership staff.
- The Electronic School Assessment Tool (ESAT) submission contained judgements about the extent to which the Standard was being met with supporting evidence in the form of school plans and reports.
- The submission contained reflections on what the school had implemented towards meeting the recommendations of the 2019 Public School Review report.
- Further documented evidence of staff efforts to drive strategy was supplied to the review team on the day of the validation visit.
- Staff in leadership roles, students, the P&C President and School Board Chair contributed positively during validation meetings.
- A debrief session by the review team with a large group of staff at the end of the validation supported the involvement of a broad range of participants.

The following recommendations are made:

- In future review processes ensure that all relevant evidence that demonstrates that the school is meeting the Standard is included in the ESAT submission rather than presented to the review team during the validation visit.
- Consider the involvement of a broader range of staff in validation meetings throughout the day, balancing the presence of leadership staff with the provision of an opportunity for staff to have a platform for a contribution to wide-ranging reflection.
- Ensure that meetings reserved for external community members and families reflect this cohort.

## Public School Review

### Relationships and partnerships

Highly valued by parents, the school is a thriving community, meeting place and point of connection. The close working relationship of the School Board and P&C with staff leverages high quality experiences for students.

#### Commendations

The review team validate the following:

- Student satisfaction levels are high. Their gratitude for the efforts of all staff to provide a comprehensive education focused on the whole-child, in and out of classrooms and through excursions, is evident.
- The high functioning School Board is involved in debate on school strategy, regularly analyses data and is informed on selected school curriculum approaches. The Board advocates for the school in the community.
- The P&C is a fine-tuned committee where the workload is broadly shared. Volunteers ensure that events and fundraisers contribute to the building of community and 2 staff are employed to run a full-time canteen.
- Communication with families is streamlined via informative social media channels and regular newsletters. Events such as the learning journey open night and Harmony Day are valued and well attended.
- Genuine consultation with families is undertaken when changes of process and approach are proposed.
- The partnership with the Ashdale Cluster of schools brings collective efficacy to the delivery of shared strategy. Students enjoy participating in the City of Wanneroo leadership and sustainability programs.

#### Recommendation

The review team support the following:

- Seek to provide accessible conduits for families from culturally and linguistically diverse backgrounds to contribute to the function of the School Board.

### Learning environment

Partnerships forged through relationships with families enable collaborative planning for support, aligned to the student learning and wellbeing policy, ranging from minor to substantial educational adjustments.

#### Commendations

The review team validate the following:

- The student services team comprises of a deputy principal, chaplain, school psychologist, North East Metropolitan Language Development Centre speech therapist, education assistant special needs– lead and community health nurse, ensuring wrap around support for students.
- Transition to nearby Ashdale Secondary College commences for identified students from Year 4 through STEM<sup>1</sup> classes. Students at educational risk access transition excursions in collaboration between families and both schools.
- The LA10<sup>2</sup> support hub and its highly skilled team of staff provide brain and sensory breaks for students, as well as formalised timetable adjustments to support student regulation and effective learning environments.
- Students are highly engaged in their learning through recently improved levels of regular attendance and incentive processes beneath the canopy of the PERCS (Perseverance, Excellence, Respect, Cooperation and Self-Discipline) values and consistent Positive Behaviour Support approaches.
- Much pride is taken in the school grounds. Oversight of the management of facilities, maintenance of playground equipment and a vision for infrastructure improvements is handled through a strategic lens.

#### Recommendations

The review team support the following:

- Consider undertaking a verification visit for the National Quality Standards assessment ensuring the provision of a contemporary learning experience for students in the early years.
- Explore the implementation of an appropriate Tier 3 intervention program for reading.

## Leadership

Aspirants and staff with a passion are all afforded the opportunity to extend their skills and lead key areas aligned to strategy, contributing to a genuinely distributed leadership structure.

### Commendations

The review team validate the following:

- Participation in the Fogarty EDvance School Improvement Program has been undertaken innovatively with members of the executive and middle leadership teams sharing in the professional learning together.
- A restructure of the school's committees has increased the effectiveness of meeting times.
- Portfolios are assigned to all members of the school's senior leadership team, which includes a level 4 deputy principal. Role clarity within portfolios has provided focus for the work of the team.
- A large number of staff have been supported by leaders and their peers to attain level 3 classroom teacher status, ensuring that a highly skilled teaching team is in place to work with students and families and lead initiatives in the school.
- A 3-year performance development cycle, in conjunction with a comprehensive and consultative change management approach, delivers certainty and stability to staff in their professional growth.
- Informed and empowered, students are provided multiple pathways to leadership and are trained to carry out their roles. Students particularly value leadership roles that enable them to support their younger peers.

### Recommendations

The review team support the following:

- Maintain the current momentum in the development of the Reconciliation Action Plan and embedding of Aboriginal perspectives in the humanities and social sciences curriculum.
- Continue to refine new staff induction processes, outlining roles and responsibilities, documenting and clarifying the supports that are available.
- Seek to articulate role clarity for all staff, including the embedding of accountability processes.

## Use of resources

The team of allied professionals provide a valuable and effective range of communications which market the school. This is demonstrated through the recent increase in enrolments of international students.

### Commendations

The review team validate the following:

- Teaching is prioritised and supported through the deployment of school officers to undertake non-essential administrative/operational tasks for teachers.
- The Principal is intuitive in the management of the workforce, planning for the maintenance of key programs and approaches in the face of fluctuating community demographics and enrolment trends.
- The robust provision of technical support for both student and school owned devices is managed by 2 ICT<sup>3</sup> technicians at a full-time equivalent allocation of 0.6. A student ICT support team also lends valuable assistance.
- The role of manager corporate services is shared by 2 collaborative and communicative staff, aligned to portfolios such as maintenance of reserves, replacement of equipment and assets and the line management of staff.
- The school seeks ways to provide the best support for the 51% of students learning English as an additional language or dialect, including targeted learning supports and access to professional interpreter services.

### Recommendations

The review team support the following:

- Using tools available through the School Resourcing System and HRMIS<sup>4</sup>, create a formal workforce plan that articulates potential gaps in staff skill sets and plans for the recruitment of staff appropriate to the delivery of school programs.
- Clearly document and communicate to the community how student characteristics funding is allocated in the annual budget process.

## Teaching quality

Existing shared beliefs on instructional practices, contained in the 2019 Instructional Intelligences Handbook, have been adjusted to align with the Department's Quality Teaching Strategy and Teaching for Impact statement.

### Commendations

The review team validate the following:

- Led by 2 deputy principals, a large team of curriculum and year leaders, as well as a specialist team leader, provide planning and instructional support to teaching staff.
- Numeracy and literacy team agendas are incorporated into whole-staff meetings with the work of these teams then distributed to staff via their collaborative teams.
- The use of evidence-based literacy programs including Talk for Writing, Targeting Spelling, Letters and Sounds and Seven Steps for Writing is monitored for consistent delivery by curriculum leaders.
- Reading is promoted to students and families by staff and led by a teacher based in the library. This has seen student borrowing numbers increase and participation in the Premier's Reading Challenge expand.
- Extension opportunities are provided for students through participation in the Ashdale Secondary College STEM program, Solar Car Challenge and Game Changer Awards.
- Staff are provided choice between a peer, line manager or instructional coach to observe and provide feedback on their teaching practice as part of their performance management and development processes.
- Curriculum and team leaders provide templates and plans to support classroom delivery, exemplified by the assessment templates and scope and sequence documents.

### Recommendation

The review team support the following:

- Continue to address the variance in teaching practice throughout the school by completing the creation of scope and sequence documents in each curriculum area for the purposes of planning.

## Student achievement and progress

There is a mature ability evident among staff to use their knowledge of students and their needs to create plans and learning experiences that enable them to improve and pursue their desired pathways.

### Commendations

The review team validate the following:

- The use of a data repository is valued by staff. The platform provides an opportunity to identify gaps in learning and develop plans to address any shortfalls in students' levels of understanding. This extends to the analysis of cohort and school data across all Ashdale Cluster schools.
- The student progress effect sizes gained are monitored classroom by classroom and used to provide insight into the methodologies and practices being employed by those achieving the greatest teaching impact.
- A large number of standardised assessments and School Curriculum and Standards Authority Judging Standards are deployed to ensure the moderation of teachers' judgements on student achievements.
- Students demonstrate traditionally high levels of achievement and progress in the annual NAPLAN<sup>5</sup>. In 2023 students have performed as expected when compared to the achievements of students in like schools.
- There are documented processes for the reporting of student progress information to families, including the engagement with culturally appropriate mechanisms for families and students learning English as an additional language or dialect.

### Recommendations

The review team support the following:

- Provide opportunities for staff to complete individual reflection on students' achievement and progress data.
- Continue to develop the common assessment guidelines for staff across all curriculum areas.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Lynnette Bates  
**Principal, Campbell 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands  
**Deputy Director General, Schools**

---

## References

- 1 Science, technology, engineering and mathematics
- 2 Learning Area 10
- 3 Information and communications technology
- 4 Human Resources Management Information System
- 5 National Assessment Program – Literacy and Numeracy