



Department of
Education

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Public education
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Ashdale Primary School

Public School Review

July 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

Ashdale Primary School is located in the suburb of Darch, approximately 20 kilometres from the Perth central business district in the North Metropolitan Education Region. Established in 2005, the school offers modern, technology embedded facilities and expansive nature playgrounds.

Ashdale Primary School lies within a precinct of schools including Ashdale Secondary College and Kingsway Christian College and has an Index of Community Socio-Educational Advantage rating of 1025 (decile 4). The school currently enrolls 886 students from Kindergarten to Year 6.

With 50 per cent of the student population from a language background other than English, there is a rich cultural diversity celebrated at the school and opportunities to acknowledge and introduce diversity into classrooms and with the school community are embraced. This is exemplified by the highly successful community sponsored school Harmony Day.

Ashdale Primary School became an Independent Public School in 2010 and is part of the Ashdale Cluster (Ashdale Primary School, Ashdale Secondary College, Carnaby Rise Primary School, Landsdale Primary School and Madeley Primary School). It is supported by a dedicated School Board and a proactive Parents and Citizens' Association (P&C) that work closely together.

School self-assessment validation

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

The following aspects are confirmed:

- The Electronic School Assessment Tool submission, and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- A culture of reflective school assessment as the foundation for effective planning and continuous improvement was evident at strategic and operational levels. This involves: rigorous collection and analysis of performance data; well-researched, supported and planned intervention strategies; and timely review to determine their impact.
- School assessment is underpinned by specific and consistent reference to the National School Improvement Tool (NSIT) and is aligned to the strategic plan as the foundation for effective planning, action and review.
- A broad scope of performance evidence was selected for the review with planned actions aligned to judgements made.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.
- High levels of staff engagement and collaboration in the school assessment process is evidence of an embedded culture of reflection and improvement.
- With professional dialogue emanating from the in-depth analysis of data, staff are developing ownership for student success.

The following recommendation is made:

- Develop further, the use of Year Level Data Coaches to guide evidence-based plans for improvement.

Public School Review

Relationships and partnerships	
<p>Respectful community relationships and partnerships have been established, based on a high level of trust and advocacy for the school's leadership over time. Parents, staff and Board members report there is a collective responsibility for, and commitment to, student success.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Engaging and courteous relationships are evident between staff and students with 'student voice' acknowledged. • School Board representatives engage actively in consultation about school directions. They are well trained, committed to their role and add value to the school improvement process through 'round table evaluations'. • Communication processes are well established and respected by the school community. • The P&C is dedicated to the work of the school and supports key initiatives linked to the strategic plan. Members engage the community successfully in support of key events. • A mutually beneficial partnership is being developed with Edith Cowan University (ECU) that supports the development of pre-service teachers. • Authentic and productive partnerships have been established with 'cluster' schools to align operations to strategic plan initiatives.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to build and maintain partnerships with relevant community groups, including ECU through the Intern Program.

Learning environment	
<p>In the time the school has been in operation, school leaders have established an inclusive and welcoming environment to complement the development of the surrounding community. Staff are committed deeply to the success of students with a culture of wraparound support embedded in the operations of a highly proficient student services team.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A safe, friendly, calm and orderly learning environment is embedded. • Student services staff have identified and provided quality intervention programs and support strategies for SAER¹ through a Response to Intervention (RTI) approach. This is acknowledged through the school's role as a Teacher Development School. • The RTI model integrates a range of evidence-based systems and programs for targeted intervention and support. • The effective engagement policy, with attention to the PERCS² virtues, plays an important role in behavioural learning and management.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop the knowledge and skills to cater for the range of student abilities by supporting staff through the RTI approach and ABLEWA³ resources.

Leadership

Leaders have created and embedded a highly organised, structured, collaborative and productive work environment where staff are provided clarity about the purpose for actions. This is complemented by an agility of response in accommodating specific staff strengths.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal leads staff in facilitating a culture that promotes learning. • Staff actively share various leadership opportunities, roles and responsibilities as part of a structured distributed leadership model. • A defined vision for professional learning communities (PLCs) for both Ashdale Primary School and the Ashdale Cluster is built on the principles of collaboration, learning and results, to enhance teaching and learning for local students from Kindergarten to Year 12. • Regular opportunities are provided for staff at school and cluster levels to collaboratively: analyse student data; plan and review teaching and learning programs; and refine pedagogical knowledge and skills across Year levels and learning areas using the PLC framework. • An explicit improvement agenda has united staff in their commitment to improved student performance in literacy, numeracy and wellbeing. • Comprehensive Ashdale Cluster plan initiatives align with the school strategic plan to provide clarity of direction. Effectiveness is determined with reference to the NSIT.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Embed teacher reflection, observation, feedback and coaching processes across the school through whole-school documentation, professional learning and ongoing support.

Use of resources

The strategic alignment of resource deployment to short-term and long-term planning and reflective of identified need, ensures effectiveness. Attention to supporting the needs of staff to focus on 'what matters most' in meeting students' needs, underpins all resource allocations.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Evidence-based decision making underpins high quality resource management and deployment. • Workforce management is strategic and agile in providing sustainable teaching and learning programs and informing budget planning. • The MCS⁴ plays a key role in strategic resource management and is recognised as an integral part of the leadership team. • Resourcing is targeted to support essential personnel and programs aligned to school priorities. • The L3CT⁵ Aspirant Program is an effective school-based opt-in mentoring program that supports the capacity building of teachers to evidence their leadership skills.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop and refine mentoring processes for L3CTs.

Teaching quality

A high performance culture is developing through the commitment of staff to shared beliefs in school-wide approaches to curriculum and of 'what' to teach and 'when', across Year levels. Higher level thinking and deep conceptual understandings across Year levels and learning areas are enhanced through whole-school scope and sequence documents.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Curriculum leaders provide quality instructional professional learning, feedback and support aligned with school-wide improvement priorities. • There is an alignment between evidence-based whole-school practices including lesson design, the backward design model, systemic requirements and the Western Australian Curriculum. • Student performance is assessed routinely and data are organised, analysed and interpreted to set and monitor measurable targets for improvement. • The school has engaged Best Performance for staff to use DataHUB successfully to consolidate a range of student assessment data.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Implement a three year performance development process to support and sustain the individual improvement of all staff.

Student achievement and progress

Improving levels of data literacy assists staff to understand and appreciate the value of evidence-based decision making. Data are shared and analysed by assigned staff who then engage in disciplined dialogue with cohort PLCs to inform classroom planning for improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student progress and achievement has been higher when compared with other Western Australian Public Schools in all but two assessments in NAPLAN⁶ Year 5 to Year 7, since 2015. • School performance is understood by most staff who are developing a shared responsibility for making performance improvements. • A systematic plan has been implemented for the collection and analysis of data in literacy, numeracy, wellbeing and attendance. • Trained Year Level Data Coaches lead data analysis and discussions about achievement of individuals and groups of students, while developing the capacity of colleagues. • A range of assessment data, common assessment tasks and moderation practices are used to monitor student achievement, identify gaps in knowledge and understanding and guide planning for improvement.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Enhance the individual and collective accountability of staff for student achievement data and their direct connection to, and responsibility for, the impact of planned responses. • Provide additional training for data coaches in CNAP⁷ and DataHUB to further enhance teacher leadership and support.

Reviewers

Brett Hunt
Director, Public School Review

Cristopher Partington
Principal Advisor, Finance and Commercial
Services
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 Students at educational risk
- 2 Perseverance, Excellence, Respect, Cooperation, Self-discipline
- 3 Abilities Based Learning Education, Western Australia
- 4 Manager Corporate Services
- 5 Level 3 classroom teacher
- 6 National Assessment Program – Literacy and Numeracy
- 7 Customised NAPLAN Analysis Platform

