Shaping the future

Adam Road 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Adam Road Primary School is located in South Bunbury, approximately 175 kilometres south of Perth, within the Southwest Education Region.

The school was established in 1967 and became an Independent Public School in 2011. The campus offers purpose-built specialist facilities for music, art and science and has an extensive nature play area. There is an Outside School Hours Club operating from the school site.

Currently, there are 446 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 970 (decile 7).

Support from the community is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The school self-assessment summary outlined the school context, staffing profile, improvement priorities and the considerable change having occurred in recent years.

- All staff were engaged in the preparation and revision of examples and supporting evidence included in the Electronic School Assessment Tool (ESAT) submission.

- Leaders shared the responsibility for guiding staff in collectively shaping ESAT entries in the domains of the School Improvement and Accountability Framework (SIAF), aligned to their leadership portfolios.

- Leaders indicated the value of the ESAT and the intention to align its use to the school's ongoing self-assessment review schedule.

- A broad range of staff, students and parents contributed to discussions during the validation visit, providing further insight into the school's progress against the domains of the SIAF.

The following recommendation is made:

- Utilise the Standard and the ESAT to support ongoing self-assessment practices between school review cycles.

Public School Review

Relationships and partnerships

The school actively builds positive and sustained partnerships that enhance student learning and wellbeing. Respectful and mutually beneficial relationships between staff, families and service agencies are providing additional support for students in the early years.

Commendations

The review team validate the following:

- Staff work collectively for the good of the school and its students, instinctively creating opportunities to collaborate in a variety of ways.

- The school readiness coordinator facilitates and promotes the Play Café for 0-4 year olds. Parent workshops, community agency engagement and an extensive transition program are ensuring that students and families are well supported.

- Through the guidance of the Aboriginal and Islander education officer (AIEO), the school ensures cultural safety for Aboriginal families in communications and engagement. Involvement in NAIDOC[1] celebrations and Aboriginal art projects is promoting further trust in the school from the local Aboriginal community.

- The School Board advocates positively for the school. The development of the *A vision for our future* document demonstrates their commitment and strengthening their understanding of governance.

- The local community values the school. Increased participation in the P&C is enhancing school-community communication, event planning and fundraising for resources.

Recommendation

The review team support the following:

- Provide increased opportunities for parent feedback and communication to inform school decision making.

Learning environment

A positive school culture underpinned by the commitment of staff and fidelity to the Positive Behaviour Support (PBS) framework is ensuring a safe, caring and inclusive learning environment in which students thrive.

Commendations

The review team validate the following:

- Regular school attendance is promoted by the school, with effective strategies in place to track and support student engagement. Efforts are being made to reduce the gap for Aboriginal students and this is evident through the support of the AIEO in parent meetings and home visits.

- The PBS school values, teaching of behaviour expectations and the rewards system promote student health and wellbeing. Mindfulness, body and mind breaks and Zones of Regulation are further initiatives being implemented by staff.

- Students at educational risk are supported through early identification and multi-agency intervention. The speech program, supported by the local child health services, caters to students with additional communication needs. The HIPPY[2] program and PPP[3] are assisting parents to support their children in partnership with the school.

- The school recognises the changing demographic and increased complexity of circumstances in which students present at school. Establishing mutually beneficial partnerships with the Smith Family and the chaplaincy program has enhanced student support programs.

Recommendations

The review team support the following:

- Further enhance the good work of the school in promoting student health and wellbeing by articulating these efforts in a whole-school documented plan.

- Progress student voice through and beyond that of the current student council structure.

Leadership

Leaders share a collective intent to drive ongoing school improvement and have engaged staff and the School Board in articulating a shared vision for the school and success for all students.

Commendations

The review team validate the following:

- School leaders work in collaboration to benefit the school and its students, having established a culture of trust amongst staff and a commitment to the school vision.

- The collaboratively developed 'Adam Road Primary School Beliefs' (ARPS Beliefs) document drives the work of staff, with operational plans informing teaching and learning programs across the school.

- School planning is evidence based and aligned to the needs of the school community. Staff are provided opportunities to lead areas that capitalise on their strengths, and relate to the school context and identified priority areas.

- Distributed leadership across the school is promoted through a number of committee structures. Core curriculum areas and major initiatives, such as PBS, are driven by staff.

Recommendations

The review team support the following:

- Engage the school community in the development of the 2022-2024 Business Plan, considering the most succinct and effective way to present the priorities, strategies and targets to guide operational planning and the work of staff.

- Provide a clear articulation of the leadership and team structures across the school, aligning each to business and operational plan priorities.

- Consider formalising the identification, opportunity and support for future leaders.

- Further enhance professional review processes to provide performance feedback and instructional support for teachers.

Use of resources

Consideration of the changing demographic and staffing profile is ensuring the school is responsive in the deployment of resources to best address school priorities and identified areas of need.

Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively in managing the financial position of the school. Budget and resource decisions are overseen by the Finance Committee, with the School Board playing its role in good governance.

- Clear processes and school-based monitoring ensure additional checkpoints on cost centre spending.

- Ongoing tracking processes ensure the effective use and timely replacement of school assets.

- Student characteristics and targeted initiatives funding are allocated appropriately to maximise success for identified students, including additional AIEO time to support Aboriginal students and families and intervention through the literacy support and speech therapy programs.

- The changing demographic and needs of the school are considered in the development and monitoring of the workforce plan, with future proofing for the potential impact of human resource changes.

Recommendation

The review team support the following:

- Continue to directly link budget and resource allocations to school priorities articulated in operational plans.

Teaching quality

A collective commitment by leaders and staff to the articulated and shared ARPS Beliefs is guiding whole-school decision making and classroom planning in the best interests of students.

Commendations

The review team validate the following:

- The ARPS Beliefs document is visible across the school. These shared beliefs influence the work of staff for the benefit of students.
- Small groups of teachers and leaders engage in ongoing school-based and system data analysis to inform operational planning, which guides classroom teaching and learning programs.
- Professional learning in Instructional Intelligence approaches has been embraced by staff in catering for differentiation within the classroom.
- The Sound Waves and Maths Challenge programs are providing whole-school approaches in literacy and numeracy.
- Targeted intervention to address literacy, speech and language needs is showing improvements for identified students in the early years.

Recommendations

The review team support the following:

- Build on the ARPS Beliefs by articulating agreed, consistent practices to reduce variability and increase teacher impact on student learning.
- Ensure the new business plan has the ARPS Beliefs front and centre in improving teaching and learning across the school.

Student achievement and progress

Leaders and school staff share a commitment to improving student achievement and progress for all students. Maintaining the conditions in which learning thrives underpins the school's values and beliefs.

Commendations

The review team validate the following:

- Leaders use school-based and systemic data to make informed judgements on how student achievement and progress is tracking across the school.
- Literacy and numeracy data inform operational planning in English and mathematics, which in turn, underpins decisions at the classroom level.
- Particular attention in providing literacy support and intervention in the early years is addressing areas of need identified through National Quality Standard and On-entry Assessment Program data.
- Teachers engage in cross-school moderation. Improvements in more consistent alignment of grade allocation with NAPLAN[4] achievement are evident.
- Longitudinally, NAPLAN data in all assessments in Year 3 and Year 5 are consistently comparable to or above like schools.

Recommendation

The review team support the following:

- Align the school assessment schedule, structures for collaboration and discipline dialogue processes to business, operational and classroom planning cycles.

Reviewers	
Vicki McKeown **Director, Public School Review**	Peta Lawrence **Principal, Golden Bay 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.

Your next school review is scheduled for Term 3, 2024.

Melesha Sands
Deputy Director General, Schools

References

1   National Aborigines and Islanders Day Observance Committee
2   Home Interaction Program for Parents and Youngsters
3   Positive Parenting Program
4   National Assessment Program – Literacy and Numeracy