



Department of
Education

Shaping the future

Attadale 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

Attadale Primary School is located approximately 15 kilometres from the Perth central business district, within the South Metropolitan Education Region.

In 2012, Attadale Primary School became an Independent Public School. Currently, there are 405 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1141 (decile 1).

Specialist programs at the school include the arts, physical education, languages, music and science.

Community support for the school 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 and rigorous school self-assessment.

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

- The school commenced preparation for the Public School Review under the leadership of the previous Principal. The new substantive Principal continued the preparation and completed the work prior to submission via the Electronic School Assessment Tool (ESAT).
- Staff across the school were personally and professionally invested in the review process and volunteered their expertise in selecting and preparing evidence for the ESAT submission.
- The review team met with a broad cross-section of staff and this assisted in the validation of evidence submitted, which was aligned to The Standard.
- Evidence was condensed to include only those parts that added to the school's validation of its assessment. Pieces of evidence were annotated for clarity and linked directly to the domain foci.
- Clear, planned actions were included in the ESAT submission serving to both illustrate the school's progress and its next strategic steps for improvement.
- The input of students from Year 1 to Year 6, in the form of a guided tour of the learning environment and meetings with members of the parent body and community, served to support the school's self-assessment.

The following recommendation is made:

- Consider the use of the ESAT to monitor progress against the domains of The Standard annually.

Public School Review

Relationships and partnerships

The community works in conjunction with the school to set a culture of high expectations for the future of all students, meeting the intervention or extension needs of every student and no longer 'aiming for the middle'.

Commendations

The review team validate the following:

- An embedded system of values owned by the whole-school community is in place. Students are able to define the impact of those values and student badges that recognise observance are highly regarded.
- Good channels of communication between the school and home exist. Parents value the responsive and timely ways the school informs them of events and emerging issues through multiple media.
- The School Board plays an integral part in decision making about school self-assessment and strategic focus. The Board has succession plans to ensure the predicted turnover in expertise is effectively managed.
- The 'Attadads' and 'Attamums' are the two main arms of the P&C and manage portfolios of community engagement and fundraising to finance programs and strengthen support for the school from the community.
- The Kids Matter initiative provided the catalyst to drive the school's Reconciliation Action Plan (RAP). The RAP is viewed as a genuine contribution to the healing required to bring Australians together in society.
- There is a strong community feel to the school with extra-curricular activities such as yoga, tennis, excursions and sports valued highly. Members of the community say that the school 'runs like clockwork'.

Recommendations

The review team support the following:

- Continue to find ways to seek parent feedback on whole-school events and priorities to inform future planning, including a real-time updated calendar of school events.
- Implement School Board training at the start of 2022 to aid the induction of new members.

Learning environment

A shared vision for maximising the outdoor and indoor environments, coupled with the school's values 'Fair Go, Stand Up, Give it Your Best and Take Care' create a sense of belonging for all members of the community.

Commendations

The review team validate the following:

- A large Early Childhood learning space and nature play area is complemented by a range of directed curriculum driven 'loose parts play' activities. Approaches to environmental design are evidence-based.
- There is a restorative approach to and early intervention in the management of student behaviour. Families are also positively engaged in behaviour management resolutions in tandem with staff.
- A health specialist teacher delivers the protective behaviours curriculum as well as a scope and sequence for teaching student social competencies.
- Recess and lunchtime breaks include the provision of a diverse range of staff guided experiences to maximise student engagement in positive play.
- Student wellbeing is prioritised and regular surveys are implemented to gauge their mental health. A dedicated team of staff plan for the care of the physical, social and emotional wellbeing of all staff.

Recommendations

The review team support the following:

- Support further improvements to the external environment through implementation of a model of regular communication between the school and P&C representatives with common fundraising and infrastructure goals.
- Explore ways in which students can provide direct feedback to teachers about the learning environment.

Leadership

Authentic distributed leadership is guided by a strong, stable and focused executive leadership team. Ownership of initiatives and the embedding of agreed practice to improve student achievement outcomes is jointly shared.

Commendations

The review team validate the following:

- Staff contribute their leadership externally to the school with a teacher leading 'Year 3 differentiation' under the umbrella of the Riverside Network of Schools.
- Vertical leadership is provided by curriculum leaders who identify gaps in learning through data. School-wide initiatives such as iSTAR, Attadale Primary School problem solving and Empowering Leadership in Mathematics originate from the curriculum teams.
- Horizontal leadership is provided by phase of learning leaders and they are the voice that gives a conduit for adoption of evidence-based change from senior leadership and curriculum teams.
- Leaders design and conduct common assessment tasks and classroom observations to strengthen the development of consistent practice and to monitor student achievement.
- A Western Australian Future Leaders Framework cohort is established through the regional network. Staff involved are focused on the impact and embedding of change and have given other staff a voice in decision making.

Recommendation

The review team support the following:

- Develop a self-assessment schedule that ensures regular monitoring of the improvement agenda set out in the 2022-24 business plan.

Use of resources

The school site is expertly managed to capitalise on the advantages of the riverside urban environment and contemporary outdoor learning. A united vision for the expenditure of school funding is directed at ensuring the strength of student academic performance is sustained.

Commendations

The review team validate the following:

- An ICT¹ Committee oversees the leasing of up-to-date equipment, delivers pedagogical advice to staff when integrating technology and provides on-site technical support for the one to one device program in conjunction with a third party provider.
- Financial planning is focused on the establishment of a flexible workforce capable of covering staff absences to maintain optimum operating conditions through leadership opportunities.
- Reserve accounts for key areas are maintained to replace superseded resources. A recent peak in infrastructure spending has been welcomed by the community and is now deemed to be in the maintenance phase.
- The manager corporate services and Principal have an aligned financial vision for the school. Locally raised revenue from Outside School Hours Care and other facilities agreements serves to complement budget priorities.
- Workforce planning prioritises appointments of staff to integrate one to one devices in learning, who have aptitude for leadership and commit to maintenance of strategic initiatives and key curriculum areas.

Recommendation

The review team support the following:

- Ensure implementation of the workforce plan in meeting the learning needs and curriculum foci of the school.
- Continue to upskill staff in their use of current ICT infrastructure to reduce the reliance on external and internal provider support.

Teaching quality

Staff demonstrate an enthusiasm for what they consider to be their core business of teaching and learning. This is underpinned by shared beliefs and expectations about how they engage with students.

Commendations

The review team validate the following:

- The Brightpath moderation tool for writing has become an embedded moderation practice.
- A Teaching and Learning Statement (TLS) collecting all the evidence-based strategies used in teaching and assessment, guides staff in planning for learning improvement and the implementation of programs.
- The Letters and Sounds program supports literacy in the early years and a small cohort of identified students in the senior years. Senior years' students undertake the Words Their Way program.
- Differentiation for students identified as academically gifted through school, Progressive Achievement Tests (PAT), NAPLAN² and Primary Extension and Challenge testing is provided to 40 students in a withdrawal specialist program by an upskilled teacher from Years 3-6.
- Staff in the Early Childhood Phase utilise strategies such as social play to close gaps identified in the National Quality Standard.
- Technology is seamlessly integrated in all classrooms. Senior years' students access the one to one device program while junior students are provided access to classroom banks of devices to support learning.

Recommendations

The review team support the following:

- Ensure that all current, new and returning staff are provided with the necessary professional learning and induction to successfully implement whole-school approaches.
- Continue to develop the expertise of instructional leaders to drive improvement and embed whole-school approaches to the teaching of mathematics.

Student achievement and progress

A strong profile of student academic achievement is a narrative that the entire school community is committed to maintaining. A range of school and systemic data are used to inform levels of academic achievement.

Commendations

The review team validate the following:

- Student achievement in system and PAT assessments is strong and it is an expectation by staff and the community that students meet their academic potential.
- The handover of student data, students at educational risk (SAER) information and NCCD³ occurs between teachers annually and information about students' learning difficulties and effective strategies are shared.
- Whole-school approaches to phonological awareness in Early Childhood are well-placed to support further improvement in academic results into the future. Staff in this phase simultaneously commit to working in partnership with parents on strengthening and improving student social and emotional learning outcomes.
- SAER are identified through assessments and in class interventions. Communication between staff and parents on appropriate interventions occurs early and often to ensure improvements in achievement.
- Staff are adept at managing the learning needs of students using data to inform practice. Tools, such as Reporting to Parents and the Student Achievement Information System dashboard, support the classroom planning of teachers.

Recommendations

The review team support the following:

- Transition the current standalone SAER database to Special Educational Need analysis in Reporting to Parents.
- Embed moderation to ensure alignment between teacher judgements and results in system assessments.
- Investigate the effectiveness of On-entry Assessment in Year 2 and align student assessments to support growth in progress towards Year 3.

Reviewers

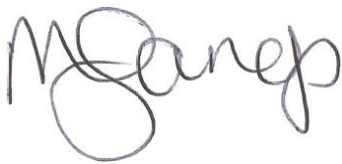
Rohan Smith
Director, Public School Review

Michael Black
Principal, Carine 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 4, 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy
- 3 Nationally Consistent Collection of Data