



Department of
Education

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Public education
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Albany Primary School

Public School Review

November 2018



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

Situated within the Southwest Education Region, Albany Primary School is located 425 kilometres from Perth, at the foot of Mount Clarence and close to the Albany central business district. The school has a rich history, having originally opened in 1896 at what is now the Albany District Education Office. It was relocated to its current site in 2001, close to Albany Senior High School.

With an Index of Community and Socio-Educational Advantage rating of 1037, the school has an enrolment of 492 students from Kindergarten to Year 6.

The school enjoys positive engagement from parents and the local community, and is supported by a dedicated Parents and Citizens' Association and School Council.

School self-assessment validation

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

The following aspects are confirmed:

- A wide range of evidence from multiple sources was selected for analysis.
- Planned actions were identified and appropriate to support future planning.
- The school's rigorous self-assessment processes demonstrated a commitment to improvement and accountability.
- The engagement of staff through professional learning communities (PLCs), expanded upon during the validation phase, strengthened their ownership and commitment to a sustainable self-assessment culture.
- The planning intentions described in the school's submission were elaborated on during the validation visit by leadership, teaching staff, support staff and parent representatives.

The following recommendation is made:

- Enhance the observation and analysis statements with a complementary impact statement.

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Relationships and partnerships	
The school recognises the importance of building a school culture that has at its core strong internal relationships in combination with a respect for the values of the local community.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school's tone is orderly and harmonious, creating a trusting and respectful ethos conducive to student learning as well as a productive workplace. • Through the PLCs, collegial and collaborative activities promote communication and problem solving among staff. • The school is viewed positively by the community as capable of initiating, implementing and communicating change in response to students' needs. • A climate of collegial trust has been developed and has enhanced the work of professional teams and their leadership. • There is a collective mindset that gives momentum to the implementation of new initiatives along with honest and realistic reflective processes.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Explore options for contemporary communication processes and technologies with a view to addressing administration work-life balance.

Learning environment	
Student and staff understanding and acceptance of the values, beliefs and expectations necessary for student success is evident. The school's learning environment has been invigorated through the RISE ¹ initiative.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A common language and values-based approach to behaviour management is emerging through the implementation of WA PBS². • A feeling of professional inclusiveness among staff, teaching and non-teaching, elevates their desire to add value to the learning environment. • Teachers and education assistants work in close partnership to ensure effective delivery of intervention and support programs. • The school has a range of strategies for monitoring and triaging student intervention and support plans. • There is a strong focus on developing and maintaining high quality, differentiated teaching and learning programs. • There are high academic expectations for staff and students, while being mindful of social and emotional wellbeing.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Use the Reading Recovery Primary Extension program groups to develop school-wide support for students requiring specialist assistance.

Leadership

The leadership of the school is viewed as a trusted source of knowledge, support and professional guidance. By the leaders' actions and moral purpose, the staff and local community understand and accept the need for continuous improvement.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A carefully considered, dispersed leadership model has been developed with clearly defined roles and responsibilities. • The leadership focus has been to align school priorities, planning, staff development and budget management. • The school vision for student success is predicated on supporting a capable and motivated workforce. • Leadership engagement with the community has elevated levels of confidence from parent and community representatives. • The leadership team aspires to be recognised as effective problem solvers, who are professionally self-aware and capable of making informed and timely needs-based decisions. • Change has been managed strategically by leaders at all levels to ensure depth of understanding and maximum impact on learning.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to build, 'step-by-step', mutually beneficial relationships both internally and external to the school to ensure change is sustainable.

Use of resources

A focus on improved student outcomes has been the key motivation for building a strong budget position. The existing positive variance will be used to improve school infrastructure, widen student learning options and provide staff development and training, as well as other projects.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Budget management is aligned to school planning, resulting in transparency of decision making. • The Finance Committee works effectively to ensure the school's financial position is robust and sustainable. • Funding for school-wide programs, targeted initiatives and staff development are discussed with the School Council. • The workforce profile provides a detailed analysis of the status of staff and anticipated movements over a three-year cycle. • Decision making is highly accountable and focused on student needs.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to monitor the availability of digital learning options with reliable ICT³ support a priority. • Build on the workforce profile to develop a comprehensive workforce plan. • Review the deployment of Social Disadvantage and Aboriginality funding.

Teaching quality

The school is cultivating an evidenced-based, instructional pedagogy tailored to the needs of students. This has led to increased levels of shared understanding in both teaching practice and curriculum delivery.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school has identified and promoted the importance of a common pedagogical language between staff. • School-wide collegial accountability has been strengthened through informed peer-to-peer feedback and shared practice. • Staff engage in moderation practices using Judging Standards and other SCISA⁴ resources to guide in-class planning and assessment. • School leaders are vigilant in maintaining staff focus on the alignment between the Business Plan, operational planning and class planning. • There is a focus on the importance of monitoring teaching practice for consistency and continuity. • Collaborative opportunities for staff are enhanced by the strategic use of administrative mentoring support.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Consider widening the scope of standardised testing to augment the evidence base used to map student progress.

Student achievement and progress

Staff demonstrate their capacity to effectively use assessment data to monitor student success in the critical areas of literacy and numeracy. They are empowered to freely communicate, exchange ideas and create learning opportunities for the benefit of all children.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Compared to like schools, the progress and achievement of students in Years 3 to 5 is high in all assessment areas. • Teachers have developed a repertoire of teaching strategies to enable differentiated approaches to assist student learning. • School-based workshops on interpreting NAPLAN⁵ data have elevated school-wide understanding and confidence in how evidence can be used to drive classroom curriculum planning. • Reporting to Parents guidelines have been drafted to strengthen the provision of student performance information to parents and carers. • There is a commitment to supporting initiatives that focus on individual students' progress and achievement, and tracking and monitoring the impact of differentiated strategies. • An evidenced-based, reflective culture is emerging, focusing on the impact of specific teaching strategies on student learning.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Extend On-entry Assessment Program testing to Years 1 and 2.

Reviewers

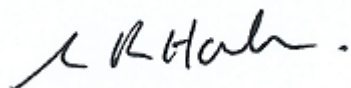
ROD LOWTHER
Director, Public School Review

BRONWYN TESTER
Principal, Ranford Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Reading Initiative for Student Excellence
- 2 Western Australian Positive Behaviour Support
- 3 Information and communications technology
- 4 School Curriculum and Standards Authority
- 5 National Assessment Program – Literacy and Numeracy