



Government of **Western Australia**
Department of **Education**

Your ref :
Our ref : D20/0577318
Enquiries :

Mr Chad Barnes
Principal
Allendale Primary School
52 Wittenoom Street
GERALDTON WA 6530

Dear Chad

I am pleased to advise that the Public School Review of Allendale Primary School has been completed. I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review for your school has been determined through your self-assessment submission and validated by the review team as three years. The review will be undertaken in Term 4, 2023.

I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

The positive culture of respect and collaboration that underpins the internal and external relationships in your school is to be commended.

Additionally, it is apparent and a credit that your staff and community recognise that the academic and social support of all students is at the core of the school's business.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S. Baxter'.

Stephen Baxter
Deputy Director General, Schools

17 NOV 2020

cc. Mr Jim Bell, Executive Director, Strategy and Policy
Ms Lisa Criddle, Regional Executive Director, Midwest Education Region
Chair, School Board, Allendale Primary School



Department of
Education

D20/0577319

Public education
A world of opportunities

Allendale Primary School

Public School Review

November 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board 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

together with the Funding Agreement for Schools.

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.



<https://creativecommons.org/licenses/by/4.0/>

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



Context

Established in 1952, Allendale Primary School is located in the coastal city of Geraldton, approximately 400 kilometres north of Perth, in the Midwest Education Region. The school has an Index of Community Socio-Educational Advantage of 890 (decile 10).

Currently, there are 386 students enrolled from Kindergarten to Year 6, over a quarter of whom are Aboriginal. As an Innovation Partnership School in 2018 and 2019, the school was involved in designing and implementing online resources to improve outcomes in Aboriginal education across Western Australia.

In 2015, the school gained Independent Public School status. An active School Board meets regularly and has been working to raise its profile in the wider community over recent years.

A dedicated Parents and Citizens' Association provides funding to the school including recent contributions towards a new basketball court and an adventure playground for senior students.

As a Teacher Development School, the staff have provided curriculum support to regional schools for the last five years.

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 has a longstanding, consistent approach to self-assessment that focuses on the domains within the School Improvement and Accountability Framework.
- The leadership team demonstrated good understanding of the alignment required between evidence and planning, taking into account the contextual factors impacting on student learning.
- The assessment summary in the Electronic Schools Assessment Tool (ESAT) provided valuable insight into the school's leadership context and complexities.
- The ESAT submission consisted of a range of information that emphasised the spotlight placed on improved student performance by the leadership team.
- Collaborative processes involving most staff members provided an opportunity to reflect on the school's effectiveness and plans for improvement.
- The staff and School Board believe the self-assessment process was an opportunity to celebrate successes of the school and forge a positive direction forward.
- The school community and staff further enhanced the self-assessment process through positive discussions held during the validation visit.

The following recommendations are made:

- Consider distilling the evidence selected for the ESAT to the most impactful on creating the conditions for successful students.
- Continue to strengthen self-assessment by ensuring alignment between evidence of student performance and succinct targets within the new business plan.

Public School Review

Relationships and partnerships	
<p>A positive culture of respect and cooperation has been created by caring, solution-focused staff who enthusiastically align themselves to open communication processes. The academic and social support of all students is recognised as the core business of the school.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leadership team have engendered trust by listening to, and acting on, the valued perspectives and feedback of staff and the community. • Staff work as a cohesive team and are aligned in their practice towards improved learning for all students. • The School Board provides sound governance and supports the strategic direction of the school. • Parents of students with a disability report exceptional levels of moral, therapy and program support.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore further opportunities to build connections with Aboriginal families to enhance pathways to student success. • Maintain high levels of collaboration and respect between the community, staff and leadership.

Learning environment	
<p>Student activities to promote active engagement in learning are a feature of the school's curriculum. The health and wellbeing needs of both staff and students are well known, planned for and supported through training and resourcing.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Positive Behaviour Support (PBS) program has been refined to create a safe, caring learning environment based on a shared language and teaching of expected behaviours. • A dedicated weekly student services day provides the opportunity for the chaplain, school psychologist, Aboriginal and Islander education officer, teachers and education assistants to triage referrals and plan for the modification of individual programs. • Students are provided with opportunities to express opinions and contribute their perspectives towards the school's improvement. • Whole-school attendance processes and initiatives are in place to address student and family engagement with the school.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to streamline the processes around student services to meet the diverse needs of all students at educational risk. • Maintain the strong leadership required to drive the continued implementation of PBS.

Leadership

Clear and targeted instructional leadership is appreciated by staff and is at the heart of strategic, operational and classroom planning alignment. The positive legacy of the substantive Principal was acknowledged as the foundation for the renewed focus on improved student learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The energetic leadership team leads the school effectively and provides wise direction with an unrelenting focus on improved teaching and learning. • The 2021-2023 Business Plan is being created to maintain the improvement momentum and embed successful practices and practical targets. • Team leaders across the school are valued, exhibit professional acumen and have a desire to manage improvement strategically. • Performance management and development processes are sound and linked to system and school initiatives.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to manage the rate of change to ensure that all staff have time to 'buy in' and embed expected practice. • Maintain the focus of all action on student achievement and progress.

Use of resources

Financial planning and prudent budget management ensure resource allocations relate specifically to the improvement of student outcomes. The impact of resourcing decisions is monitored to confirm efficacy and sustainability in the short and long term.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School planning has clear links to budget and resource allocations and is based on sound evidence. • The Principal and manager corporate services have demonstrated a willingness and capacity to maximise the benefit from the school's budget flexibility. • Workforce planning identifies the skills and training that staff require to match the school's context. • Staff report practical support from a comprehensive induction process and the resourcing of professional learning matched to their role. • Considered planning around the allocation of support from education assistants and the Aboriginal and Islander education officer strengthens the school's efforts to meet complex student needs.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to build a workforce with personal attributes and skills that match the identified needs of students in order to impact learning optimally.

Teaching quality

The core business of teaching and learning has been recognised and enthusiastically embraced by staff. Shared beliefs and expectations about how to successfully engage students towards academic progress and achievement are developing momentum.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Instruction is based on consistent, high-impact teaching tactics that develop deep learning and fluency of recall. • The high levels of collaboration between staff allow targeted planning, selection, implementation and review of effective classroom approaches. • Staff report being on the same journey towards achieving professional consistency and a united focus on what matters for the students. • Expertise from within the staff is shared effectively at a school and regional level.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to focus on embedding explicit instruction to sustain the successful practices that measurably impact learning. • Review the allocation of time for inquiry and play-based learning in the early years.

Student achievement and progress

School and system data are analysed routinely and used to drive planning for improvement. The school has a sharp focus on matching or bettering student achievement and progress compared to that of schools with a similar context.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student achievement across the range of academic opportunities is well understood by staff, who share the responsibility and challenges around student success. • Insightful data review processes have highlighted the areas of successful performance and those in need of a continued focus. • A range of data are collected and analysed routinely to support decisions to implement evidence-based literacy intervention programs. • Students describe an improved focus on successful learning and a growing confidence in their ability to learn effectively. • Moderation activities are built into the professional discourse and result in more consistent judgements for reporting purposes.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Build SMART goals into future planning to arrest the downward trend in comparative performance data. • Focus on data and progress for the stable cohort to evaluate the efficacy of planned actions.

Reviewers

Jen Graffin
Director, Public School Review

Lisa Ledger
Principal, Baynton West 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, 2023.



Stephen Baxter
Deputy Director General, Schools