



Department of
Education

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Anzac Terrace Primary School

Public School Review

March 2020

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 focused 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

Anzac Terrace Primary School is located 11 kilometres north-east of the Perth central business district in the North Metropolitan Education Region. Established in 1969, the school currently enrolls 371 students from Kindergarten to Year 6.

The student population is diverse with nearly half of the students having a language background other than English. The school has an Index of Community Socio-Educational Advantage rating of 1015 (decile 4).

An on-site Out of School Hours Club supports the needs of working parents. An independent playgroup also meets once per week at the school and provides opportunities for children to develop social skills and improve school readiness.

The spacious school grounds feature mature shade trees, a community vegetable garden and expansive sports ovals.

The Parents and Citizens' Association (P&C) plays an important role in Anzac Terrace Primary School activities and is vital to fundraising efforts to support the needs of the school. The school is also supported by a committed School Council.

School self-assessment validation

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

The following aspects are confirmed:

- The principal planned a process for self-assessment strategically which involved all staff and provided leadership opportunities for teachers.
- The establishment of five teacher-led teams to coordinate the school's self-assessment in the domains of the School Improvement and Accountability Framework and student achievement and progress, involved significant delegation of responsibility.
- The review process included consultation with teachers, support staff, parents, community members and students.
- A disciplined dialogue approach was used to guide professional discussions in the self-assessment process.
- The principal engendered increased staff knowledge, shared moral purpose and ownership of whole-school directions through active engagement of staff in the process.
- The school review team leaders reflected that the process had been very positive and had served to heighten staff awareness of all school functions.
- Verification of school analysis and planned actions was enhanced through evidence submitted in the Electronic School Assessment Tool and through conversations during the validation visit.

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Relationships and partnerships	
<p>Positive, supportive and proactive relationships and partnerships create an ideal collaborative ethos which encourages collective teamwork and energy, increasing the possibilities for students at the school exponentially.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A committed and capable P&C contribute significant financial support to the school through fundraising. Although the core P&C committee is small, it mobilises significant school-wide parent involvement for events. • The School Council operates effectively, providing support for, and input into, school directions. • Community partnerships provide additional opportunities for students through pastoral care programs, sustainability initiatives and curriculum support through volunteers. • Morley Schools Network membership has been beneficial to staff. Collegiate connections and the provision of relevant professional learning the school could not have accessed independently, have been facilitated. • An Aboriginal artist works collaboratively on projects with students including signage for the cluster areas, inspired by the six Aboriginal seasons. The artist also shares the Aboriginal culture and experiences with students and teaches the Noongar language.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Broaden community representation on school committees to better align with the local population.

Learning environment	
<p>The tone of the school reflects a sense of pride in creating a safe, inclusive and vibrant learning environment in which students, families and staff feel valued and supported.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The aesthetically appealing physical environment includes: engaging and welcoming classrooms; a technology-rich flexible learning space called the 'cloud room'; Japanese language room with 'chabudai' tables; nature play area; and original Aboriginal and community art. • Anzac Terrace Primary School has adopted 'learning dispositions' to shape students' attitudes to learning and develop their life skills. • Student behaviour expectations are understood and accepted. High standards of student behaviour contribute to the orderly learning environment. • The positive school culture is reflected in the high level of staff buy-in for school directions and initiatives. The school has earned a reputation as 'the best country school in the metropolitan area'. • The school culture survey reflected very high ratings, demonstrating staff and community satisfaction with the school's current position.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Supplement 'Be You' and 'Aussie Optimism' initiatives through implementation of a mindfulness program to enhance student and staff mental health and wellbeing.

Leadership	
<p>The respected school principal is credited with building a culture of trust, care, high expectations and authentic engagement with the community. Staff and the community appreciate the continuity of his tenure, which they believe has led to increased community and staff commitment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leadership team has a shared focus on investing in the development of staff to ensure sustainability of skills and expertise. • All staff are engaged in developing the school's strategic directions, ensuring ownership and a bottom up rather than top down approach. • The distributed leadership model has been enhanced by the recent development of a coaching model initiated to develop teacher leadership. • Peer observations and feedback are linked to the performance management cycle and inform teachers' plans for personal and professional development. • Alignment between strategic, operational, financial and classroom planning is evident.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Investigate further methods of communicating the school's strategic directions to encourage enhanced parent and student ownership.

Use of resources	
<p>A shared whole-school responsibility for maintenance of resources, coupled with prudent financial practices, ensures school funds are allocated efficiently to best support student needs.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Allocation of financial resources is aligned to evidence of need which is gathered through whole-school assessment. • Identified staff strengths have been leveraged strategically to flexibly allocate human resources for specialised programs and projects. • Student characteristics funding is allocated effectively to support student needs. • Reserve account funds are earmarked for specific projects and minor works. • The information and communications technology infrastructure includes a bank of computers in a laboratory as well as a set of 30 iPads for each cluster of classes, to support learning programs effectively.

Teaching quality	
Teaching staff have a range of levels of experience. They work collaboratively, sharing knowledge and contributing innovative suggestions for school improvement.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Evidence-based whole-school programs in literacy and numeracy support the planning and delivery of the Western Australian Curriculum. • The introduction of speech pathology assessments in kindergarten has strengthened intervention in early childhood, supplementing the reading rockets program and Letters and Sounds tracking system. • Common Duties other than Teaching time is used for collaborative year level planning and moderation of grade allocations. • The school-wide use of the Gradual Release of Responsibility instructional model ensures consistency in lesson delivery.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Enhance and embed curriculum differentiation strategies to meet the learning needs of all students.

Student achievement and progress	
The school provides a range of opportunities for students to experience and demonstrate success through academic, sporting and creative channels.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • National Assessment Program – Literacy and Numeracy (NAPLAN) results from 2014 to 2019, for both Year 3 and Year 5, have been similar to like schools. • The NAPLAN Year 3 to Year 5 longitudinal student progress and achievement quadrant graph indicates that from 2015 to 2019, eighty per cent of results have been clustered in the higher progress, higher achievement quadrant. • The school has implemented Progressive Achievement Tests in reading, mathematics and spelling, as the basis of collection and analysis of longitudinal student achievement and progress data. Assessments are conducted twice per year in Year 1 and Year 6. • Staff engage in data analysis as a whole-school and in phase of learning teams. • Following the review of the whole-school assessment schedule, staff identified and rationalised appropriate tests to better address the needs of students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • From the expanded range of school-based student performance data, gather fine-grained information to guide classroom planning. • Raise the level of student achievement in the On-entry Assessment Program and improve student growth from Pre-primary to Year 3, in NAPLAN through implementation of a data driven early intervention program.

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Reviewers

Laura O'Hara
Director, Public School Review

Michael Black
Principal, Mullaloo Beach Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools