



Department of
Education

Shaping the future

Anzac Terrace 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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

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 and becoming an Independent Public School in 2020, the school currently enrolls 369 students from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage rating of 1018 (decile 4).

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 Board.

The first Public School Review of Anzac Terrace Primary School was conducted in Term 1, 2020. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

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 preparation for the review through school self-assessment commenced at the start of the year with the previous Principal and was led by the newly appointed Principal in the 4 months before the validation visit.
- School improvement teams, aligned to each of the 6 domains of the Standard, focused on the production of a domain overview and undertook the selection of supporting evidence for the Electronic School Assessment Tool (ESAT) submission.
- The administration of the School Culture Survey in the month leading up to the review provided staff and leaders with data that was used as evidence of the impact of their work in each domain. This drew clear links between the evidence selected and the evaluation of evidence in the ESAT.
- The agenda for the validation visit provided the review team with the opportunity to discuss in greater depth the work of staff in meeting the Standard.
- Family members and students provided insight into the school's community-minded ethos and were articulate in their observations on the school's recent achievements.

The following recommendation is made:

- Consider the annotation of large pieces of evidence, such as the annual report, to draw the review team's attention to the elements that describe the way the school is meeting the Standard.

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Relationships and partnerships

Pride in the school displayed by students is central to their ongoing success. Facilities, growth opportunities, support for their learning and a sense of belonging are elements that sustain happy and engaged students.

Commendations

The review team validate the following:

- Staff are described by families as forthcoming and communicative, and all visitors and contributors are made to feel welcome from the front office to all areas throughout the school.
- The School Board has a stable and trained membership with a connection to the priorities of the school and needs of students. A Board member represents the Board's decisions at all P&C meetings.
- Partnerships with many local businesses, groups that use the facilities after hours, community groups such as Rotary, Lions and the Salvation Army, an onsite playgroup and the Morley Schools Network all contribute to strengthening opportunities for students academically, socially and culturally.
- The P&C has a large membership and parents' ability to contribute is sustained by distributing tasks broadly throughout the team. A canteen runs twice a week and for special events, serving as a hub for the school.
- Parent advocacy for the school is strong via Facebook and other social channels. As an accessible community green space, parents see the school as central to the community.
- The Terrace Tidbits weekly staff memo has recently been introduced and is viewed as a reliable and direct communication channel and a single source of information about events and approaches.

Recommendations

The review team support the following:

- Provide further opportunities for parent/carer feedback and promote events that can be enhanced with parent participation and assistance where required.
- Maintain and expand the diversity of the School Board as tenures become available and increase community awareness of the function and outcomes of the Board.

Learning environment

The 5 learning dispositions of respect, resilience, responsibility, cooperation, & perseverance have been developed and championed by staff and students, contributing to the calm, focused and friendly environment.

Commendations

The review team validate the following:

- Student behaviour expectations are high with the ratio of positive to negative behaviour data entries being 200:1. Incentives encourage students to exhibit their best selves.
- A speech therapist on site one day a week in an outreach arrangement with the North East Metropolitan Language Development Centre (NEMLDLC) works with students individually and in small groups as well as providing consulting advice to staff.
- Records of intervention are maintained for all students. The appointment of a student wellbeing officer with a counselling background has boosted the level of support for students' and families' wellbeing.
- Students have a voice in their learning, in addition to opportunities to lead aspects of the school. A process for student consultation on curriculum delivery ensures high levels of engagement in learning.
- The development of an Aboriginal cultural scope and sequence is underway, formalising the work of the school-based Reconciliation Action Plan coordinator and the highly committed and knowledgeable volunteer Aboriginal coach.

Recommendations

The review team support the following:

- Review the existing positive behaviour processes and develop into a behaviour policy and procedures.
- Place a focus on promoting regular attendance with targeted intervention provided for students identified at risk due to attendance.

Leadership

The community have appreciated the smooth transition of a new Principal into the school, after an extended period of stability. They describe the new Principal as being approachable and warm.

Commendations

The review team validate the following:

- The school's leadership of embedding Aboriginal perspectives in the curriculum through Humanities and Social Sciences, Languages instruction and the sharing of ancient symbols is manifest in the work of the Aboriginal cultural coach. The embedding of Aboriginal histories and cultures through the Western Australian Curriculum is incorporated in the staff performance and development processes.
- Phase of Learning Teams (POLTs) aligned to the senior and junior classes, share expertise, communicate school leaders' messages and participate in collegial learning. The junior POLT works to implement the National Quality Standard plan.
- All staff participate on either the Literacy or Numeracy Committee, to support to the goals of the business plan and high levels of student achievement.
- An aspirant leader has been formally identified to participate in mentoring and development with a cohort of aspirant leaders in the Morley Schools Network using the Future Leaders Framework.
- All staff have been trained in the growth coaching process, assisting them to observe classroom practice and provide feedback to peers in their POLTs.

Recommendations

The review team support the following:

- Provide the opportunity for staff to become curriculum leaders and support them with a range of professional development opportunities, building their capacity to lead whole-school direction.
- Introduce an explicit change model to guide the implementation of major school initiatives, ensuring decision making is based on evidence from data on student performance and aligned with current research.

Use of resources

The Principal and manager corporate services (MCS) have worked in partnership reviewing resource and budget management processes since their recent arrival. The Board provides oversight of finances through the provision of reports at meetings.

Commendations

The review team validate the following:

- The P&C works with the school to fund a wish list of projects and resources, including the purchase of iPads to enhance student learning in classrooms.
- The school has successfully undergone a compliance audit, validating processes and their alignment to Departmental requirements. Staff receive training in their financial management responsibilities.
- There are a number of regular external user groups who hire the school's facilities, adding revenue to the one-line budget and keeping the campus open and utilised after hours.
- Student classroom computers are leased and maintained under the agreement while classroom smartboards have been updated to ensure the most contemporary equipment is available for staff use.
- The direct purpose of, and clear links between targeted initiative and student characteristics funding, are evident through the personnel and intervention programs employed to meet students' needs.
- The school has plans in place to address potential upcoming retirements from its workforce while maintaining the knowledge base of the school and its processes and connections to the community.

Recommendations

The review team support the following:

- Provide clearer communication with the school community on spending and the use of resources, including articulating budgets for strategic priorities in business and operational plans.
- Complete the Reserve Funding Plan, determining and allocating the specific levels of funding required annually to meet replacement reserve needs.

Teaching quality

The school is emerging in its efforts to draw consistency between the shared beliefs about quality teaching among staff, led by improvements in practice in the delivery of English, mathematics and Aboriginal culture.

Commendations

The review team validate the following:

- Reading Rockets is a locally developed short burst program that has demonstrated improvement in students' reading abilities over time. The program is taught to 25 students, identified through data by volunteers and coordinated by a staff member.
- The detailed literacy scope and sequence provides direction to all staff on the expected explicit instruction required in literacy teaching blocks. This document is also used to guide new staff during induction.
- The numeracy scope and sequence is celebrated by the Mathematical Association of Western Australia as an example of good curriculum planning. Detailed analysis of the Progressive Achievement Test (PAT) maths data conducted by the numeracy coach informs staff in their planning for students.
- Students annually undertake the ACER¹ General Ability Tests with the top 20th percentile invited to participate in the Higher Order Thinking Skills program incorporating open-ended tasks based on problem solving.
- The deputy principal is undertaking the Language Leadership program with the NEMLDC in order to better evaluate the school's programs for their impact on student achievement. Curriculum groups through the Morley Schools Network are being re-established with the cooperation of member schools.

Recommendations

The review team support the following:

- Implement a collaboratively developed common whole-school pedagogy, aligned to the Quality Teaching Strategy's Teaching for Impact statement.
- Strengthen the current collaborative DOTT² time through the determination of an agreed schedule that includes data analysis, moderation, planning and sharing of best practice.

Student achievement and progress

Students achieve at high levels in literacy, credited to the consistent instruction of reading and writing. Staff have raised expectations of student achievement, and teaching to these has supported academic growth.

Commendations

The review team validate the following:

- In all assessed areas of 2023 NAPLAN³, the school has exceeded the performance of like schools, in some cases by more than one standard deviation.
- When setting targets for student achievement, the school favours the use of longitudinal measures such as PAT, designed to support and measure whole-school progress.
- Student achievement data is analysed at both whole-school and phase of learning levels. A process for moderating writing assessments, aligned to NAPLAN marking guides, is in place.
- The record of intervention for all students contains their learning profile to inform interventions and adjustments to their learning. An Individual Education Plan is in place for every student requiring academic extension or intervention.
- Open classroom nights and other formal reporting events are supplemented by regular Connect notifications to parents on students' achievements and progress levels.

Recommendations

The review team support the following:

- Conduct a review of the current assessment schedule, determining the value of the data provided by each assessment, its use and the accuracy of its implementation.
- Establish a central assessment database to assist the analysis of individual and cohort longitudinal data.

Reviewers

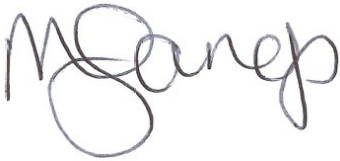
Rohan Smith
Director, Public School Review

Krystal Wiggins
Principal, Nulsen 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Australian Council for Educational Research
- 2 Duties other than Teaching
- 3 National Assessment Program – Literacy and Numeracy