



Department of
Education

Shaping the future

Aveley North 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

Aveley North Primary School is located approximately 31 kilometres north-east of the Perth central business district in the North Metropolitan Education Region.

The Independent Public School opened in 2018 as the area saw significant growth in community numbers.

Currently there are 659 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 990 (decile 6).

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:

- Well-established school self-assessment and review processes, inclusive of all staff in the collection, presentation, and review of data is evident. This ongoing reflection of school performance is contributing to a shared understanding of the school's position and the focus areas for improvement.
- Collaborative processes employed in the school's review of their performance and in preparation for the validation visit, ensured all staff contributed to addressing each domain area. A lead staff member, with oversight from a member of the leadership team was assigned to each of the domain areas. Whole-school meetings to review all domain areas, provided further opportunity for input from all staff.
- A broad range of well-informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.
- The Principal and staff indicated that the review process was a positive experience and provided valuable professional learning. They appreciated the opportunity to celebrate the considerable progress made since opening in 2018 and expressed excitement for their journey going forward.

The following recommendations are made:

- In future Electronic School Assessment Tool (ESAT) submissions, ensure the evidence and analysis submitted supports the judgements made and the future planned actions provides understanding and clarity, of the 'so what' - where to next'?
- Continue to use the ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycle.

Public School Review

Relationships and partnerships

This new school's focus on embedding a collaborative and consultative culture, has rapidly established a strong sense of identity, community and connection for all families. Initiated annual events are creating traditions, building the culture and essence of Aveley North Primary School.

Commendations

The review team validate the following:

- Conditions are created that foster respectful and professional relationships. Collaborative processes and structures provide multiple opportunities for facilitated, constructive interactions where the skillsets of individuals are harnessed and shared.
- Multi-modal methods of communication enable the efficient relay of key information to stakeholders. Communication is inclusive, relevant, educative and provides clarity for the whole school community.
- Working alongside the community and being responsive to National School Opinion Survey data, has led to high levels of community satisfaction with the school. The positive reputation the school enjoys was evident, with parents, staff and students voicing their strong support of their school, referring to it as 'the school of choice'.
- The engaged members of the School Board and P&C work in close tandem in their advocacy for the school and the community. The Board gives valuable advice and oversight of governance, whilst the P&C coordinate events raising funds and fostering a sense of community and connection.
- A variety of purposeful and mutually beneficial partnerships have been established that support and enrich student learning, wellbeing and community connection; and provide professional development and collegiate networks for staff.

Recommendation

The review team support the following:

- Progress the development of communication guidelines. Include protocols for communication between staff, students and families. Develop consistent processes for content and the platform of communication between school and home.

Learning environment

Founded on the 'One School Model' structure, and an aspiration for every child to succeed, an inclusive, engaging and culturally responsive environment has been established. This allows for each child to develop a pride of place and self while respecting and absorbing the world around them.

Commendations

The review team validate the following:

- Differentiated learning programs support the successful integration and reverse integration of mainstream and education support students. Integral to this process is the work and input of education assistants in the development and delivery of intervention programs and individual documented plans.
- The development and implementation of culturally responsive practices is focused and deliberate. The contribution of the Aboriginal and Islander education officer (AIEO) fosters connection with families and provides support for students academically and socially.
- Explicit teaching of the school-wide expectations, positive behaviour reinforcements and restorative practices, supports staff, students and families to have a clear understanding of the behaviour management processes.
- Student health and wellbeing is prioritised. Life Skills GO is a program, which tracks and provides data on wellbeing to inform school-wide planning. Relaxation areas to assist students to calm down, a sensory room, chaplain, Team Teach professional learning for staff and Gatekeeper training support all students to engage productively with their learning.
- Opportunities are provided to encourage and promote student voice. Participation in leadership workshops and the 'Life Skills GO' check-ins ensures student voice informs decision-making.

Leadership

The recently appointed Principal, together with the leadership team have established a highly collaborative and democratic approach to leading school improvement. 'Together We Succeed', underpinned by the 'One School Model', define the school where opinions are valued and building the capacity of leaders to lead teaching and learning reigns.

Commendations

The review team validate the following:

- There is a targeted and sustainable focus on school improvement. A consistent message and a shared belief that every student has the potential to learn successfully is reinforced through the business planning cycle, operational plans and annual review processes.
- Operational guides provide clear alignment between strategic planning, direction, targets and classroom practices supporting low variance and consistency across the school.
- An instructional leadership model is developing. Curriculum leaders and identified staff attend 'train the trainer' professional learning to ensure whole-school programs are implemented with fidelity.
- Identified through a combination of self-nomination, expressions of interest, performance management and surveys, staff are provided leadership/career development opportunities with strategic succession plans in place ensuring continuity in a growing school.
- The establishment of learning area committees has enhanced distributed leadership, increasing staff ownership, transference of information and whole-school approaches.

Recommendations

The review team support the following:

- Continue to review and further develop instructional leaders to support staff understanding, consistency of implementation of whole-school programs and to monitor the impact on student learning and teaching practice.
- Consider implementing the Western Australian Future Leaders Framework to support the identification and development of future leaders.

Use of resources

The complex nature of the school, being both mainstream and an Integrated Education Support Program, is skilfully managed, guaranteeing school resourcing and facility management is undertaken with agility to adapt and adjust to the changing needs of the school.

Commendations

The review team validate the following:

- The Finance Committee provides oversight of financial planning and management processes and ensures expenditure meets the schools operational and business plan outcomes.
- The manager corporate services provides an extensive and broad range of supports to the staff and School Board to develop their understanding of school resourcing and role responsibilities.
- A well-constructed Asset and Resource Replacement Register delivers clear and transparent processes for the expenditure of funds held in school reserve accounts.
- There is a clear and defensible link between school budgeting and operational and strategic planning. Regular review and monitoring, along with short and long-term planning, provide assurance expenditure does not exceed budget.
- Astute and prudent use of student characteristics and targeted initiatives funding provide equal integrated learning opportunities for all students. This includes the employment of education assistants (special needs) for the education support program, subsidising additional psychologist and chaplaincy time, employment of an AIEO, EAL/D¹ teachers and implementation of mainstream literacy intervention programs.

Recommendation

The review team support the following:

- Continue the development of the workforce plan, for immediate and future staffing requirements and succession planning.

Teaching quality

Following the 'One School Model', an inclusive approach to teaching and learning caters for all students. High levels of teacher efficacy underpinned by a shared belief that every child can achieve success defines teaching and learning.

Commendations

The review team validate the following:

- Embedded in curriculum guides and operational plans, and aligned to the Western Australian Curriculum, shared beliefs about teaching and learning informs school-wide practices and promotes consistency and sustained pedagogical approaches across the school.
- A commitment to providing structures that support collaborative planning has been instigated. This will assist to provide sustainability to teaching and learning and build professional practice.
- Staff are provided extensive support in the differentiation of the curriculum. Regularly reviewed and updated Individual Student Plans, flexibility and delivery of assessments, case conference approaches and accurate, accessible records ensure each student's individual learning needs are inclusive and specific to their needs.
- The analysis of system, school and class-based data informs future planning and differentiation. Regular opportunities to engage in discussion and moderation of student assessments has resulted in high levels of confidence that teacher judgements and grade alignment are accurate and comparable to like schools.

Recommendations

The review team support the following:

- Continue to develop and embed an agreed instructional model. Provide ongoing, targeted professional learning along with classroom observation and feedback to ensure fidelity of implementation in every classroom.
- Formalise collaborative planning structures to create a reflective teaching culture delivering impactful, low variance, connected practice across all phases of learning.

Student achievement and progress

At the forefront of all decision making, there is a united and determined resolve by staff to ensure every child, mainstream and education support, will make continued, sustained progress.

Commendations

The review team validate the following:

- A strategic planning cycle has been established. In the absence of longitudinal system data, alternative forms of data assessments ensure effective monitoring of student progress and achievement is in place.
- Regardless of being a new school with a changing and rapid growth in student enrolments, the mean average Year 5 NAPLAN² results demonstrate improvements in all assessed areas.
- Analysis of LBOTE³ Year 5 NAPLAN and the On-entry Assessment Program data, is leading to the development of targeted improvement plans and intervention programs for identified areas of student need.
- Student achievement and progress data is reflective of the 'One School Model' with results from all areas of the school included in data collections.
- Early identification of students requiring support and targeted interventions has yielded growth. NAPLAN evidences the progress in Reading from Year 3, 2019 to Year 5, 2021 NAPLAN, and the significantly higher percentage of 2021 Year 3 students achieving 'good achievement' in Writing and Reading.

Recommendations

The review team support the following:

- Strengthen staff skills and understanding when interrogating student achievement and progress data and seek feedback from students to assess the impact of classroom teaching on students' learning.
- Inclusive of academic and non-academic data, develop a centralised database to track student progress and achievement that is accessible to staff.

Reviewers

Maxine Augustson
Director, Public School Review

Denise Jeffs
Principal, Beldon 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.

The next Public School Review, inclusive of all domains, is scheduled for Term 3, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 English as an Additional Language or Dialect
- 2 National Assessment Program – Literacy and Numeracy
- 3 Language background other than English