



Government of Western Australia  
Department of Education

# Aveley Primary School

2017

Review Findings



Independent Public School Review

## **Disclaimer**

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## School and Review Details

|                            |  |
|----------------------------|--|
| <b>Principal:</b>          | Ms Michelle Murray                             |
| <b>Board Chair:</b>        | Ms Michelle Del Nero                           |
| <b>School Address:</b>     | 8 Bolero Road, Aveley WA 6069                  |
| <b>Number of Students:</b> | 720  |
| <b>ICSEA<sup>1</sup></b>   | 1020 (4)                                       |
| <b>Reviewers:</b>          | Ms Georgina Detiuk (Lead)<br>Ms Margaret Banks |
| <b>Review Dates:</b>       | 19 and 20 July 2017                            |

## Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

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<sup>1</sup> The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.  
[http://www.acara.edu.au/resources/Fact\\_Sheet\\_-\\_About\\_ICSEA.pdf](http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf)

## **Review Methodology**

Underpinning the review methodology is the understanding that the principal is required to make sure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- the Department of Education's School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

## Business Plan

### *How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?*

Aveley Primary School is an IPS located within the Ellenbrook area approximately 23 kilometres north-east of Perth. The school has experienced rapid growth since commencement in 2012 with 180 students to the current enrolment of 720 Kindergarten to Year 6 students. Enrolment should stabilise once the new primary school opens in 2019 in a nearby new development. The school is experiencing a change in demographic characteristics including an increase in social housing and a declining ICSEA (1042 to 1020). The school is now catering for a more diverse student enrolment including 7.6% of students who have English as an additional language or dialect and 4.2% Aboriginal students. The contemporary building design accommodates a well-equipped music room, a centrally located library, extensive resourcing for information technology and design and an art room that has the capacity to be used as a science centre. Outdoor facilities include tennis and basketball courts and a well-maintained oval. The school provides specialist areas of music, visual art, languages other than English (Indonesian) and physical education.

## Findings

- Discussion with school staff and board members, together with documented minutes of board meetings, confirmed to reviewers that the 2015–17 Business Plan was developed through a highly consultative and collaborative process. The school's mission, aims and the values applicable to the school community formed the framework for the business plan. The following priority areas were identified, each with improvement targets, strategies and monitoring processes:
  - literacy
  - numeracy
  - science
  - sustainability
  - pastoral care and the Outreach program.
- At the commencement of Term 4, 2015, a new principal was appointed and expressed concern about improvement targets within the structure of the business plan. A whole-school focus on specific, measurable, agreed, realistic and time-based (SMART) goal setting was introduced and led by a senior teacher to upskill and support staff in their understanding.

- Subsequently, staff revisited the business plan and formed a consensus view that:
  - it included appropriate strategies and monitoring processes which in the main were being implemented
  - most targets were not SMART, with the exception of some measurable targets in literacy.
- After a review of teacher planning within the school, it was established that there was a lack of whole-school planning and curriculum scope and sequence documentation. During 2016 and 2017 there has been a focus on developing school-based scope and sequence planning and clear, precise whole-school operational plans as working documents.
- School recommendations have been identified for 2016 and 2017 in line with the Department of Education strategic documents of Classroom First, Focus 2016, Focus 2017 and the Directions for Schools and High Performance – High Care: Strategic Plan for Public Schools 2016–2019.
- There is little evidence of:
  - the 2015–17 Business Plan providing the strategic direction for school planning
  - alignment of school operational plans to the business plan
  - annual self-review of the business plan
  - annual reporting to the community on progress towards achievement of targets of the business plan.
- The school has documented evidence of staff involvement in reflective review processes to improve student learning. Achievements have been recognised and areas for improvement identified. However, the process has not been cyclical or linked to the business plan or the DPA.
- The business plan is available to the school community through the school website.

### **Area of strength**

- The 2015–17 Business Plan was developed through a highly consultative and collaborative process at the commencement of the school becoming an IPS.

**Areas for improvement**

- Develop an effective business plan that indicates the long-term strategic direction for the school and is used as the framework for student improvement throughout the full duration of the plan.
- Include in the next business plan SMART targets that embody the school mission, aims and values and are informed by relevant data.
- Develop a strategic and cyclical process for reviewing business plan targets and progress against the DPA.

## Teaching and Learning

***How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?***

### Findings

- The business plan shows improvement targets for literacy, numeracy, science, sustainability, positive behaviour and attendance. The school has not directly reported against the targets of the business plan including the National Assessment Program – Literacy and Numeracy (NAPLAN) targets, nor has evidence been provided of student progress through the self-review. However, annual reports have included NAPLAN data and an overall analysis in 2016 concluded:

“The school continues to perform comparably to like-schools. Improvement is noted in writing. There is some concern with overall downward trends in Years 3 and 5 Reading, and Year 5 Numeracy, Spelling and Grammar & Punctuation.”

- The business plan included improvement targets pertaining to mastery of mathematical vocabulary, comprehension of word problems and mental computation; for early childhood education time and money and for Years 3–6 fractions, decimals and percentages. Evidence was provided by teachers and in comprehensive mathematics planning files that the concepts are now being addressed. Year 3 numeracy results in NAPLAN have plateaued over the past 3 years while Year 5 results have trended downwards. Both Year 3 and Year 5 are below the average of like-schools and Western Australian public schools. Lower achievement and lower progress was shown in comparison with like-schools for 2016.
- The school explained the decline in standards being due to the implementation of the ORIGO Education Go Maths program (listed in strategies of the business plan) due to insufficient professional learning for teachers and the lack of provision of the full range of resources required for this commercial product. The school has recently developed a Years K–6 learning area plan for improvements in numeracy including a scope and sequence document, ‘non-negotiables’ for teaching and learning for each year and explicit monitoring requirements. Video resources such as direct instruction for students have been implemented this year. Programs such as Mathletics and mental maths strategies are now being implemented, in set time blocks, in all classrooms. ORIGO will continue to be used as a resource rather than the main strategy. Teachers are required to implement the learning area plan and are supported through the phases of



development (POD) and learning area team (LAT) teacher meetings programmed for common duties other than teaching time.

- Three targets set a specific focus on improving reading. “For every child to be reading simple repetitive texts or better by the age of seven”, “To improve Years 3–6 students’ use of Lexile reading comprehension” and “To improve in 3 levels of reading comprehension”. Year 3 NAPLAN, reading results have also plateaued at a similar level to like-schools but are trending downwards to below expected performance for Year 5.
- Writing has shown upward trends for Year 3 and for Year 5 NAPLAN performance, with similar achievements to like-schools and Western Australian public schools. The school had set two targets “To improve writing sentences across the school” and “That every child will independently write two genre-specific texts by the end of each year in this planning cycle”. The school had not collated evidence to show whether these targets had been met and while the data on NAPLAN writing was presented in the annual reports, it was not reported with any reference to the targets in the business plan.
- Spelling performance for Year 3 NAPLAN has demonstrated continuous improvement over the past four years but is yet to show achievement at the same level or above like-schools. Year 5 Spelling results in 2016 took a significant turn downwards to below expected standard.
- There were no business plan targets set for NAPLAN grammar and punctuation but 2015 and 2016 results show low progress and low achievement when compared with like-schools.
- The school explained the methodology for teaching literacy had been ‘eclectic’. Results were explained as due to ad hoc approaches by teachers across the school. During 2016 and 2017, there has been a refocus of planning and strategies in literacy. An English learning area plan is now under development for use across the school. Words Their Way for Years 3–6 and Letters and Sounds for early years’ classes, while described only as strategies in the business plan, have now been mandated across the school. Oral language is still to be planned. Scope and sequence documents across other areas of literacy and the ‘non-negotiables’ for teaching and learning are under development.
- While evidence was provided of monitoring the performance of students through the Aveley Teaching, Assessing and Reporting Schedule, the Whole School Data Collection and Reporting Requirements and the Self-Review Plan, collection of whole-school data to guide instructional and program decisions is at an early stage and was not applied over the period of the current DPA.

- The targets set for science were not measurable but information was provided of the school's implementation of some of the science strategies listed in the business plan such as primary connections. Student achievement was assessed at individual class level.
- Sustainability targets, while written as goals, have featured strongly in guiding school activities. There was scope to make direct links with the science target and to measure the progress in student learning on this school priority area but monitoring of progress is yet to be formalised.
- Evidence was provided by students and staff of the implementation of positive behaviour strategies aimed at achieving the target "For positive behaviour rewards to be equal to or greater than 8:1 in relation to negative behaviours recorded at Admin level." The opportunity to present information on the achievement of this target was not utilised as baseline and follow up data has not been reported in the annual report to the school community to show whether the target was achieved.
- Similarly, the target "For children requiring a high level of intervention for academic, social, emotional behavioural and physical development to be supported to ensure progress is made" has not been presented as having been monitored or achieved.
- An attendance target "For all students to have 90% or greater attendance" has not been achieved. However, the school has performed well in attendance with 83% regular attendance when compared with like-schools at 79% and Western Australian public schools at 77%.
- A strong partnership with Ellenbrook Secondary College paves the way for students to transition to the local secondary school. During their final primary school term, Year 6 students are supported in the transition to secondary school with a structured program of specialist teaching and visits to Ellenbrook Secondary College.
- A range of clubs and in-school activities provides breadth of opportunities for students to pursue their special interests in the directions of further study or personal ambition.
- LAT and POD teams are the means for teachers to share with each other planning, strategies, research and monitoring processes. School deputy principals and specialist teachers provide leadership and additional expertise to the teams. Collaborative activities are aimed at developing skills and capacity and to make sure the curriculum outlined in the scope and sequence documents

is implemented. Staff representation in teams is designed to make sure information is disseminated uniformly. The team structures, timetabled to allow for common release time are the foundations for a whole-school approach. The shared drive provides details of common assessments, data collection and reporting requirements. Enthusiastic and committed staff willingly share their expertise during in-house professional learning sessions for staff on site, after school, in most weeks.

- Comprehensive performance management processes have been implemented by members of the leadership team. Teachers use the Australian Professional Standards for Teachers as a framework for individual reflection, discussion, feedback on classroom performance and planning for professional growth. Education assistants (EAs) and other support staff have recently been provided with training on an intended annual performance management cycle that is to be conducted with the manager corporate services.
- Engagement with the Western Australian Curriculum and Assessment Outline across the school including involvement by some staff in development of School Curriculum and Standards Authority (SCSA) common assessment tasks and the leadership of staff in the Ellenbrook Leadership Network and staff professionalism have created a strong interest in using data effectively to inform practices and planning. Strategies and programs are selected on researched evidence and evaluated for suitability for the school.
- There is no uniform philosophy or approach to pedagogy across the school although the processes of informal peer observation and feedback are being implemented. Observation of cooperative learning, small group instruction, explicit teaching and use of devices as methods for catering for different learning needs of students were provided as examples of strategies.
- The school is effectively incorporating information and communications technology (ICT) into classroom pedagogy with shared teacher expertise; after-school professional learning and the Bring Your Own Devices (BYOD) policy have assisted with the take up in Years 3–6. A continuum of the substitution, augmentation, modification and redefinition (SAMR) model is used to help teachers to progress their use of technology in teaching and learning.
- During the past year, the school has moved from a reactive mode of operation where the main tasks have been to manage rapid expansion of students and staff numbers and the logistics of establishing a new school to a newer focus on curriculum, pedagogy and stability. During the past year, the principal and leadership team have encouraged the building of teams and development of teachers' professional knowledge. This is being achieved through team structures including LAT and POD teams, common release times and shared

planning by teachers and leaders. Team meetings are minuted and available on the shared drive. The school is focused on students and has implemented effective induction for new teachers through documentation and pairing of teachers to provide support skills and mentoring. All staff are valued and encouraged as well as enabled to pursue their talents, skills and interests as was observed for example in the specialist areas, clubs, Aboriginal education and sustainability.

- A culture of teacher driven change, dispersed leadership and evidence-based decisions is emerging because of the principal and deputy principals' open door approaches, effective communication and sound processes and structures.

### **Areas of strength**

- The LAT and POD teams ensuring sound structures and processes on which to build the whole-school approach to student improvement.
- The commitment of staff to provide professional learning and mentoring support to other staff.
- Expertise of key teachers in classroom pedagogy.

### **Area for improvement**

- Set expectations of all students, embodied in academic and non-academic improvement targets, to be explicitly monitored and reported on in terms of progress towards and actual achievement.

## Student Performance Monitoring

*How well established are the school's self-assessment practices in accounting for school improvement?*

### Findings

- The school performance, student improvement targets and priorities detailed in the business plan have not been assessed and reviewed annually as detailed in the DPA. The school explained this omission as due to the changes of principal and school demographics requiring a different focus than that set out in the business plan. Through the operational plans, learning area plans and teacher development the school indicated it was responding to student needs and moving towards a whole-school approach to monitoring student performance. While there is a schedule for whole-school data collection, the connection to whole-school improvement has not been made.
- At class and POD levels, teachers monitor student achievements and this information is used to inform learning area plans. Evidence was provided on teachers' effective use of a wide range of data relevant to the programs and children's needs. Standardised assessments used include: On-entry assessments, NAPLAN, Words Their Way, South Australian Spelling test, Lexile reading levels, Westwood Minute pre- and post-tests and Mathletics.
- Improved alignment of teacher judgements is being addressed through the learning area plans. The principal indicated intention to implement Progressive Achievement Tests and is negotiating across the network to standardise the transfer of data between local schools to assist student transition.
- In addition, school assessments and SCSA common assessment tasks are used to help with moderation within the school. Evidence was provided of classroom assessments, monitoring practices, feedback processes to students and moderation between teachers. Parents, students and teachers separately described how monitoring and feedback (for example with Lexile reading levels, Mathletics) motivated students to improve to the next level.
- The annual reports include details of the performance of the school. NAPLAN data is presented as graphs and with a commentary. The 2016 report also provided information on behaviour management, attendance and the ICT focus. Results of surveys to parents, staff and students were presented with the key points of concern, centring on behaviour issues. The report provided the responses and actions taken to issues raised in the surveys. A list of recommendations for the following year, highlights of the year and a financial

summary complete the report. The requirement of the DPA was not fully met as the targets described in the business plan were not addressed.

- The foundations have been laid for collection of data across the school for monitoring of individual students, classes, cohorts, year groups and the whole school. Although the systematic process of whole-school data collection with the analysis linked to the targets of the business plan has not occurred in this review cycle, the processes are now robust and in place.

### **Area of strength**

- The improved monitoring of the performance of students and the feedback processes within classrooms.

### **Areas for improvement**

- Improve the correlation and analysis of data collected at class and whole-school level, including NAPLAN results.
- Implement systematic analysis of whole-school data to demonstrate school performance and achievement of targets.

## Program Delivery

*How well has the school performed in providing education programs that promote learning and wellbeing for all students?*

### Findings

- Evidence through documentation and discussion with teachers verified the school is compliant in implementing; the Western Australian Curriculum and Assessment Outline, Pre-primary–Year 6; Belonging, Being and Becoming: Early Years Learning Framework; Kindergarten Guidelines; and the Aboriginal Cultural Standards Framework. The role of the LATs is significant in this process.
- The school has an Aboriginal Cultural Standards Framework 2016–18 plan. This includes the five cultural standards and an implementation continuum aligned to the Australian Professional Standard for Principals and the Australian Professional Standards for Teachers. Staff have engaged in associated professional learning. A large percentage of the 31 Aboriginal students have individual education plans (IEPs). Aboriginal culture is being taught across the school as part of the curriculum for humanities and social science and literacy. Funding has been obtained through the Partnership, Acceptance, Learning and Sharing project to help in providing opportunities for students to understand the unique Aboriginal culture through fun and creative and engaging activities. In 2017 this funding has been used for a visiting Aboriginal artist to help students design and paint the representation of the six Noongar seasons on paving, as part of an Aboriginal bushland garden. An award winning singer/song writer presented Aboriginal songs through a school incursion project. Three students subsequently represented the school by joining in with the Madjtil Moorna Choir at the Kalamunda Performing Arts Centre to sing two songs in the Noongar language. Students present the ‘Acknowledgement of Country’ at each assembly. Harmony Day and NAIDOC week are celebrated. The school has adopted a number of approaches to engage with Aboriginal families and enable them to share in school activities, which is consistent with the Aboriginal Cultural Standards Framework.
- Data from 2016 national opinion surveys indicated the school is a supportive community. A main concern identified by students, staff and parents was regarding student behaviour and the behaviour management processes within the school. In response to feedback from the school community, and to ensure the safety and welfare of students, the behaviour management committee reviewed the school behaviour expectations. The updated procedures, endorsed by the school board, are based on restorative principles and practices. They provide opportunities for a student voice, and include recognition that expected

behaviours can be learned. To link student behaviour and social and emotional development, a behaviour/social emotional matrix was developed and is being implemented. Expected behaviours within the matrix are explicitly taught, guided by a framework of students being respectful, responsible, resilient and resourceful.

- The school has adopted a school-wide focus on student engagement, health and wellbeing. The Life Education Van has provided learning activities for students about friendships, healthy lifestyle and cyber safety. Staff are supported through evidence-based approaches and best practice in promoting clear expectations and consequences of behaviour and in promoting student self-regulation and engagement. The Promoting Alternative THinking Strategies program has been adopted. This is complemented by a member of staff conducting an action research project through classroom observations and presenting back to staff on strategies to facilitate a positive learning environment.
- Formal communication with parents and carers is through written semester reports and informally whenever relevant information and or feedback may affect ongoing successful learning of a student. Parents conveyed to reviewers that staff engage in communication strategies and that they are kept informed of student challenges and specific issues so that they can be addressed promptly and effectively. Proactive communication is used in a positive way to engage parents through a variety of strategies, including student communication books, paper and digital work samples, telephone calls, email, letters, formal and informal meetings and the Seesaw application.
- Technology is prominent in the delivery of learning programs. Teachers use electronic whiteboards and students regularly engage in technology-assisted learning. Specialist teachers also use a number of technologies to support their teaching and learning programs. BYOD has recently been extended to include five classes in Years 3–6 with a focus on using the SAMR model as a method of reviewing how the progression of educational technology is impacting on teaching and learning and the application of students developing higher order thinking skills. In addition to the BYOD program the school has increased the number of devices available to students.
- A strong feature of the school is the sustainability program. A successful and productive vegetable garden has been established with students able to set up a school market to sell produce on assembly days. As a Water Wise and Waste Wise accredited school, water conservation is promoted and there is a focus to reduce, reuse and recycle, integrating curriculum and waste-conscious school operations. Reviewers experienced the ‘no waste Wednesdays’, a whole-school strategy to maintain a litter free environment when students and staff are encouraged to prevent any form of waste, such as plastic wrapping for lunches.



The school is one of 20 participating in the Low Carbon Schools Pilot Program to improve the sustainability and operating efficiency of school buildings and facilities by reducing their carbon footprint and educating tomorrow's leaders about sustainable resource consumption. A 'Co2 & U' committee comprising Year 4–6 students coordinate and attend regular meetings with agendas to support the Low Carbon Schools initiative. A group of Aveley students travelled to Yarloop and planted 2000 trees as a contribution to the town's regeneration program and to offset its carbon footprint.

- Students conveyed to reviewers their appreciation of staff coordinating additional opportunities before and after school and during lunch time. These include a breakfast club for academic support, Indonesian, CoderDojo, robotics, Olympic and Athletics clubs, choir, drumming and Wakakirri.
- A health and physical education program is implemented for students from Pre-primary to Year 6. Students have extensive involvement in sporting activities, interschool carnivals and cross-country competitions. The in-school programs are complemented by after-school activities coordinated by the school and funded through the government initiative Sporting Schools.
- The successful music program includes instrumental music through the School of Instrumental Music as well as students learning to play the ukulele, for which instruments have been purchased by the school. Students engage in Jump Jam, participate in the Primary Schools Challenge – Wakakirri and have taken part in simultaneous singing with 500 000 students from around Australia.
- Students who require additional support or those considered to be at educational risk are initially identified by teachers through observations, classwork and moderated assessments. Attendance data and parent input are also sources of information for determining risk factors. Information is collated for students experiencing learning difficulties and this information is used to ensure an appropriate course of action. This may be the development of an IEP in consultation with parents. Adjustments to teaching and learning and program delivery are monitored, and regularly reviewed. Referral to external agencies is utilised. Two members of the administration team manage a case conference strategy and experienced support staff contribute to the day-to-day management of students with high needs.
- The proactive leadership and support by the administration team, defined roles and responsibilities within the distributed leadership structure, collaboration of staff, ownership of whole-school planning and a whole-school approach to student behavioural, social and emotional development places the school in a strong position to ensure the sustainability of program delivery to promote improved student learning and wellbeing.

**Areas of strength**

- The process and progress in implementing the Aboriginal Cultural Standards Framework.
- An effective whole-school focus on sustainability.

## Resourcing and Support

*How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?*

### Findings

- The challenge of increasing enrolments has been supported in 2016 and 2017 by successful school applications for Significant Growth Funding enabling consistent class organisation and limited disruption to teaching and learning programs.
- To promote school improvement and provision of resources, the school has developed meaningful and resourceful partnerships. The support of the community is evident. Parents and members of the Parents and Citizens' Association work with the school assisting with fundraising for school initiatives and projects to support the learning and physical environment.
- The school aspires to provide and maintain high quality teaching and learning by motivated and capable staff. There is a commitment to effective use of resources and linking funding to planning and reviewing school priorities. Allocation of resources is linked to operational plans and includes resourcing for special projects to ensure enriched learning opportunities for students. LAT leaders are members of the finance committee and communicate with teachers which has resulted in increased responsibility linked to learning area team cost centre management. Operational planning and data based project funding submissions have ensured that resourcing is evidence-based. This comprehensive process was verified and supported through discussions with staff and the manager corporate services.
- Financial resources are expended in the current year according to Department of Education policy (97.3%). Budget reviews are regular. The school has 18% of students with a disability, and characteristic funding from the school's one line budget contributes to support for these students. Resources have been allocated to additional EA time and for staff who are involved in case conferencing with external providers. Curriculum leaders of English and mathematics are also provided additional planning time.
- The manager corporate services works closely with the finance committee and ensures salaries and expenditure do not exceed the budget. Risk management processes are in place, such as management of the Significant Growth Funding if the expected enrolment is not reached.

- To ensure a collaborative approach and to strengthen opportunities for distributed leadership, the school is organised into POD and LAT teams. Meetings of these teams are held in the mandated five additional one hour meeting times each term. There is shared communication of these meetings through emailed minutes to all staff. Each deputy principal works alongside a team leader to manage one POD and two LAT teams.
- The principal is aware of staff leave liability as determined by the school performance online monitoring system.
- A draft workforce plan with inclusion of all elements of the modelled framework is yet to be finalised. The school has experienced significant growth with little turnover of staff from opening in 2012 with 28 staff (21 full-time equivalent [FTE]), to 73 staff (62.8 FTE) in 2017. The staff comprises a strong and diverse team of teachers and support staff. With the planned opening of a new primary school in 2019, it is imperative that informed consideration is given to specific elements of workforce planning such as employment status of staff, and the structure and composition of the school staff profile to support the needs of students.
- The school has processes in place for self-review. There is diligent monitoring of the allocation of resources that meets the requirements of the DPA. The reviewers are confident that this approach will be sustainable as the school moves forward with its new business plan.

### **Area of strength**

- Evidence-based consideration given prior to the selection and deployment of resources.

### **Area for improvement**

- Finalise and implement a workforce plan that includes future staffing needs, to ensure sustained focus on the school mission and to meet strategic and operational priorities.

## School Board

***How effective has the board been in carrying out its functions, roles and responsibilities?***

### Findings

- Membership and composition of the board complies with the *School Education Act 1999* and *School Education Regulations 2000*. The board members collectively have a range of skills and are energetic, hardworking and keen to ensure good governance for the school. Training and induction processes are well established.
- The terms of reference provide clear guidelines to make sure functions, sustainability and appropriate succession planning will occur.
- Discussions with members and the minutes demonstrate that the board plays an active role in overseeing the DPA, the annual reports, school performance including NAPLAN results, attendance, behaviour and other policy initiatives. The board was engaged in the development of the business plan and annual budgets. Monthly financial statements and results of parent, staff and student surveys were addressed. Safety of students due to road traffic has been an issue followed up through the board and addressed through engagement with the relevant authorities.
- Review of the school's effectiveness in implementing the DPA was a major agenda item for the board over the past 12 months. In subgroups including several teachers, a comprehensive process of reviewing the areas of teaching and learning, student performance monitoring, resources and support and program delivery meant the board members, at times, were exploring operational matters. The review process demonstrated the commitment of board members to understand how the DPA was implemented at the school and involved significant work, effort and time.
- Extensive self-review has been conducted by the board demonstrating areas of effectiveness and where improvements could be made. A survey was conducted on two separate occasions showing where improvements had occurred. The board members show a commitment to operate effectively and make sure robust processes are ongoing.
- When data such as NAPLAN results have been presented, lively discussions and questioning have been an important feature of board meetings. The board advised results of a school self-review process based on the business plan has

not been presented. The board had not been fully aware of the importance of this process in the governance of the school but is ready to undertake this work in future.

- The board has made conscious efforts to promote its role and contribution. Information on the board is available on the school web site, included in the fortnightly school newsletter and members participate, where appropriate, in assemblies and other events involving parents. Members indicated plans to enhance communication when the website is improved and that consideration would be given to the sign off by both the chair and principal in the business plan and annual reports.
- The board is functioning effectively with terms of reference for guidance. Training and induction are embedded into expectations for members. In the first cycle of an IPS school, the board has established rigorous processes and clear understandings of its importance in the governance of the school.

### **Areas of strength**

- The composition of the board brings a range of skills, strong leadership, engagement and commitment to the school.
- Induction and training of the board ensures clarity of roles, understanding of agendas and a separation of governance and management.
- Self-reflection processes and response to the findings.

### **Area for improvement**

- Monitor the business plan closely, including interrogation of the school's data and review processes ensuring improvements in students' performance.

## **Conclusion**

Aveley Primary School in its five years of operation has established a positive culture that is student-focused and demonstrates a strong sense of community. The school exhibits the characteristics of a genuine 'learning organisation'. The positive school culture will enable appropriate responses to the changing demographics of the community.

Staff collaborate to achieve the best outcomes for students, and are engaging in professional learning to use evidence-based planning and practices. Relationships between staff, students and parents are polite and supportive.

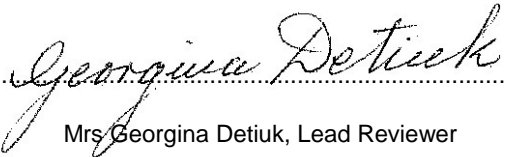
Governance processes, systematic development of policies and distributed leadership structures within a culture of collaboration are evident. There is now considerable data and analysis to enable the development of planning to focus on engagement, progress and achievement of all students.

The school should further sustain and improve its performance as the leadership of the school, together with the school board, reflects on school and student performance data and focuses on future targets and strategies of the 2018–20 Business Plan.

## Declaration

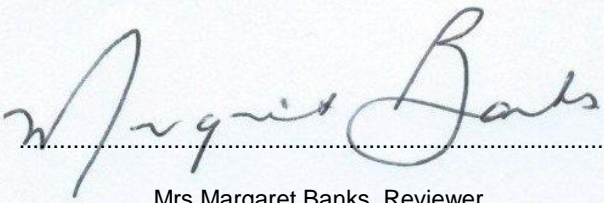
We confirm the information provided is, to the best of our knowledge and based on the verification of the evidence provided by Aveley Primary School, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.

  
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Mrs Georgina Detiuk, Lead Reviewer


15 September 2017  
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Date

  
.....  
Mrs Margaret Banks, Reviewer

18 September 2017  
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Date

  
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Mr Ken Perris, Director,  
Independent Public School Review

22 September 2017  
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Date