



Department of  
Education

**Shaping the future**

# Aveley 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Aveley Primary School is located approximately 30 kilometres north of the Perth central business district within the North Metropolitan Education Region.

The school opened in 2012 and became an Independent Public School in 2015. Facilities are modern with grounds including a nature play area, a large oval and tennis and basketball courts. There is also an Outside School Hours Club operating from the school site.

Currently, there are 680 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1012 (decile 4).

Community support for the school is demonstrated through the work of the School Board and the active 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:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational foundations and planned directions.
- Staff were invested in compiling evidence for the ESAT submission, and in the Public School Review process as a whole.
- Alignment between beliefs, direction and actions was apparent during the validation process.
- A culture of continuous improvement based on whole-school data is evident in planning and progress documents.
- During the validation visit, members of the School Board, P&C representatives and Year 6 student leaders provided insights that added considerable value to the review process.

The following recommendation is made:

- Explore the use of the ESAT for recording and capturing evidence of ongoing school self-assessment framed by the Standard.

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### Relationships and partnerships

Schools that engage parents and the local community for the benefit of their students typically enjoy the confidence and trust of their community.

### Commendations

The review team validate the following:

- A strong professional relationship, built on authentic collaboration and support, is evident among the staff.
- Opportunities are created to embed a school-wide culture founded on respect, trust and a shared responsibility for the health and wellbeing of all students.
- Establishing a strong partnership with local secondary schools has enabled staff to interact productively to actively engage students in programs including: music; the Clontarf Academy; and the Wirrpanda Foundation Deadly Sista Girlz.
- Members of the school community on the School Board and P&C are strong advocates for the school. They understand the scope of their governance responsibilities, expressing appreciation for the information received from the school that informs their discussions on planning, budget management and student performance.
- The school's Marketing and Communication Guidelines clearly outline the communication pathways available for staff and parents.

### Recommendations

The review team support the following:

- Explore opportunities for the School Board to widen their advocacy of the school through greater visibility.
- Continue to explore options to strengthen culturally responsive curriculum approaches and appreciation of Aboriginal culture and local histories. Formulate a strategy to include local Aboriginal community representatives in the establishment of a Reconciliation Action Plan committee.

### Learning environment

A learning environment that features positive interactions between students and staff and reinforces local community values, builds student resilience and confidence. This nurtures their emotional wellbeing and mental health, creating an ideal foundation for student success.

### Commendations

The review team validate the following:

- There is a school-wide consistent approach to dealing with student behaviour, based on the Zones of Regulation and the values of You Can Do It. Staff focus on developing students' ability to navigate social situations successfully.
- Evidence from both the ESAT submission and the validation visit confirmed that a focused effort on consistent language for behaviour and school values has resulted in a significant, positive shift in the learning environment.
- There are processes in place to identify, provide intervention and monitor the progress of students at educational risk. Students strongly believe that their teachers are invested in their learning and work in partnership to achieve their potential.
- Students indicated that their views and opinions are valued in the school. They described having a 'voice' in suggesting changes that may improve the learning environment.
- Education assistants are utilised to deliver specific, researched-based interventions to improve student outcomes. It is evident that their input is valued by teachers.

### Recommendation

The review team support the following:

- Further refine both the identification and monitoring processes for students at educational risk.

## Leadership

Aveley Primary School is a positive environment for staff seeking opportunities for leadership. It understands the concept of collective leadership whereby staff work together, sharing their unique talents and skills.

### Commendations

The review team validate the following:

- There is confirmation of collective leadership in the submitted evidence as well as in discussions held during the validation visit.
- The Principal provides thoughtful guidance and motivation for staff to see the benefits of research and collaboration as they give consideration to the need and implementation of change.
- Leadership team members provide guidance while working alongside teachers to ensure that understandings of teaching and learning beliefs are consistent throughout the school.
- Evidence submitted and discussions during the validation visit demonstrate a thorough comprehension that school improvement is based on shared staff expectations and perspectives on how students learn best.
- Performance management is utilised to identify and develop leaders across the school. Staff value the process and the opportunity to reflect on their practice in a supported way.

### Recommendation

The review team support the following:

- Continue to seek opportunities to refine professional learning processes for leadership development.

## Use of resources

The Principal and manager corporate services have established open and transparent management structures in collaboration with the School Board, Finance Committee and staff. This has helped staff to have a shared appreciation of the complex nature of school resourcing.

### Commendations

The review team validate the following:

- Targeted initiatives and student characteristics funding is deployed to the achieve the planned outcomes while meeting the obligations of the Funding Agreement for Schools.
- There are established, formalised procedures for the Principal, manager corporate services and Finance Committee. These procedures provide oversight of appropriate resource allocation and timely expenditure of funds.
- Awareness among staff that resourcing is linked to school operational plans, which underpin the commitment to ongoing improvement in teaching and learning, is clearly apparent.
- The Principal and manager corporate services actively provide opportunities to build the capacity of aspirant school leaders and the School Board in the area of fiscal and budget management processes.
- Strategic workforce planning is structured to cater for future growth and recruitment of staff with the skillsets required to continue addressing the context and direction of the school.
- The front office administration team are conscious of maintaining high standards of reception for parents, students and visitors.

### Recommendations

The review team support the following:

- Invite the input of leaders and specialist teachers into the planning for replacement schedules in the area of ICT<sup>1</sup>.
- Formulate a strategy to widen staff understanding of school resource management by providing an opportunity to discuss key elements of the Funding Agreement for Schools.

## Teaching quality

High standards and expectations support the implementation of whole-school programs, data collection, effective lesson delivery and support for all staff. The pursuit of high standards led to the implementation of the Progressions Through Calculation policy.

### Commendations

The review team validate the following:

- Embedded, school-wide approaches to teaching and learning, based on shared beliefs and expectations among staff, are evident.
- A consistent, school-wide pedagogy exists and is articulated among staff who have been at the school for a number of years as well as those who have joined the school recently.
- The school's PAPS<sup>2</sup> team ensures teaching quality is monitored and improved across all curriculum areas. A focus on Visible Learning underpins the common pedagogical language connecting teaching practice.
- Teachers are able to identify experts from various areas throughout the school and draw on their knowledge and experience to improve their own craft.
- Staff value the collaborative time that is provided to ensure they are able to engage in professional discussions.
- There is a focus on moderation to ensure judgements are consistent across the school and in line with the School Curriculum and Standards Authority Judging Standards.

### Recommendation

The review team support the following:

- Continue to progress classroom observations through the PAPS team to identify and promote best practice teaching.

## Student achievement and progress

The mindset of staff from Kindergarten to Year 6 is that every student's achievement and progress is everyone's responsibility. Staff understand the importance of a tracking database, in terms of daily decision making, enabling effective handover and providing new staff with a rich source of information on which to commence their planning.

### Commendations

The review team validate the following:

- Decisions in relation to student achievement and progress are based on evidence and data collected from a range of school and system assessments.
- There is collective staff ownership of student outcomes, inclusive of specialist teams, education assistants and administration staff.
- Data is shared and discussed with the school community via the School Board and annual report.
- School and student targets in literacy and numeracy provide a focus and direction for teaching teams across the school.
- Staff moderate in teams to ensure a consistency in their judgements of grade allocations.

### Recommendations

The review team support the following:

- To inform Year 6 class planning, consider accessing local secondary school data to track the performance of ex-students in the early stages of their secondary education.
- Use longitudinal data to evaluate the effectiveness of whole-school processes and programs when updating or reviewing the business plan.

## Reviewers


Rod Lowther  
**Director, Public School Review**

Jacqueline Cooper  
**Principal, Deanmore 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 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Information and communications technology
- 2 Progressing Aveley Primary School