



Department of  
Education

Public education  
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D19/0165123

# Aubin Grove Primary School

## Public School Review

April 2019

## PUBLIC SCHOOL REVIEW

### Purpose

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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

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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

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed 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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.



## Context

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Opened in 2011, Aubin Grove Primary School, located 27 kilometres south of the Perth central business district, is in the South Metropolitan Education Region. As an 'all Apple™' school, students learn in contemporary, well-resourced classrooms equipped with the latest technology.

The school, with an Index of Community and Socio-Educational Advantage rating of 1065, currently enrolls 1109 students from Kindergarten to Year 6.

In 2016, as part of the Western Australian (WA) Education Awards, Aubin Grove Primary School was named WA Primary School of the Year and the Principal was awarded WA Primary Principal of the Year.

The school has an active Parent and Citizens' Association (P&C) and School Board. It achieved Independent Public School status in 2012.

## School self-assessment validation

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

The following aspects are confirmed:

- A range of credible evidence from multiple sources was selected for analysis.
- Planned actions were identified and are appropriate to support future planning.
- The school's self-assessment processes demonstrated a commitment to improvement and accountability.
- The engagement of staff in the school review process demonstrated their ownership and commitment to a sustainable school self-assessment culture.
- The planning intentions described in the school's submission via the Electronic School Assessment Tool (ESAT) were elaborated on by leadership, teaching staff, support staff and parent representatives during the validation visit.

The following recommendation is made:

- Enhance the observation and analysis statements with complementary impact statements.

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### Relationships and partnerships

Maintaining strong partnerships with the local community is an ongoing focus for both the staff and School Board. Staff have created inclusive, open and trusting relationships with the emphasis on meeting the needs of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Relational trust is evident across all areas of the staff and has a significant influence on communication and the operational success of the school's ability to maintain community confidence and respect.</li> <li>• Thoughtful development of a staff health and wellbeing program is strengthening the school culture and personal growth of staff.</li> <li>• The school shares an improvement mindset towards its partnerships with the community. This gives momentum to the implementation of new initiatives, augments processes of reflection and aligns school-community partnerships in their pursuit of the school ethos and academic agenda.</li> <li>• Greater alignment of support for students has been achieved through the school psychologist and chaplain working out of the same office.</li> <li>• Staff value the active role they play as part of the CCEN<sup>1</sup> network.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• The school's leadership with the support of the School Board to include reputational management as part of review process.</li> </ul>

### Learning environment

The school has achieved high levels of pastoral care through a multi-layered approach and has a well-respected, whole-school values program in place. A strong moral purpose is evident among staff, creating a positive and productive learning environment.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school has strived to create a safe, inclusive, engaging and caring environment for all students, which is valued highly by parents and community members.</li> <li>• The FISH<sup>2</sup> and LEAF<sup>3</sup> principles are clearly evident and embedded across the school, creating a positive and caring environment.</li> <li>• The visible learning platform is well resourced and provides a school-wide structure for teachers to learn from feedback that is linked to student learning intentions.</li> <li>• Creating the conditions for taking responsibility for their own professional growth is a feature of the staff development agenda.</li> <li>• Year 6 student leadership opportunities have been created.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement a robust, consistent process for tracking PBS<sup>4</sup>- Tier 2 students.</li> <li>• Update the Code of Conduct taking into account new social media guidelines, ICT<sup>5</sup> guidelines and Violence in School policy.</li> </ul>



## Leadership

Described as approachable and responsive, the leadership team has clear expectations for staff, who in turn, are willing contributors to the school's positive learning ethos. The leadership team is collectively and individually self-aware, offering a united presence to staff, parents and students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The leadership team is widely respected by staff and community. They display trust and faith in their distributed leadership model and in its CLT<sup>6</sup> leaders to seek research-based pedagogical solutions to identified concerns.</li> <li>• The 'student first' mantra is clearly evident and has laid a foundation for the pursuit of high expectations and standards amongst the staff, P&amp;C and School Board, who all act in unison.</li> <li>• The role of the CLT leader has had a positive impact in creating opportunities for staff to pursue leadership pathways that benefit the school and system.</li> <li>• Leadership engagement with the community has elevated levels of confidence from parent and community representatives.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Review internal processes for the development of aspirational leaders, utilising readily available external and emerging tools for leadership improvement and reflection.</li> </ul>

## Use of resources

Robust financial and budget management plans are in place ensuring resource deployment decisions relate to the improvement of student outcomes. The school recognises the value of prudent management practices to maximise its budget flexibility.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The achievement of operational goals is supported by an effective school-wide alignment of resource management that is both transparent and consistent with required protocols.</li> <li>• Responsive planning is in place to accommodate the predicted changing profile of the school workforce.</li> <li>• The Job Share Guidelines provide clarity of job share responsibilities, communication and grievance management.</li> <li>• The transparency and probity of existing financial decision-making ensures cost-centre managers have confidence to fulfil their responsibilities.</li> <li>• The digital learning options available to staff augments the enriched learning environment.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Review the alignment and allocation of resources to address the needs of students at educational risk.</li> </ul>

## Teaching quality

A unified approach to intervention, curriculum planning and the use of school-wide programs underpins the school's teaching and learning program. Staff have created an ethos of mutual accountability by demonstrating high levels of professional obligation to each other.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Informed by consistent and well developed operational planning, a collaborative leadership model is applied successfully to create significant opportunities for the achievement of intended learning targets.</li> <li>• High priority is placed upon research and evidenced-based solutions that address the known concerns of the students.</li> <li>• The school invests efficaciously in teacher development and aspirational leadership as evidenced through the Visible Learning initiative.</li> <li>• The induction and mentoring of staff creates a long-term impact upon teacher development whilst providing an accountable mechanism for the achievement of school goals and maintaining a professional culture.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to investigate a seamless pedagogical framework that is best suited to the needs of students at Aubin Grove Primary School.</li> </ul>

## Student achievement and progress

A strength of the school is the continued focus on sustaining evidence-based, whole-school teaching and learning practices to support the progress and potential of every child. Staff are focussed on maintaining continuity and consistency in curriculum delivery and moderating assessments.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school has commenced the introduction of several literacy solutions to their identified challenges in reading, phonological awareness and spelling.</li> <li>• Changes are strongly supported by an engaged curriculum leadership team, a data literate staff and a common approach to lesson design.</li> <li>• With staff aware of the declining performance trend in mathematics, a collaborative review of the concerns has been completed followed by planning with actions now well underway.</li> <li>• The development of the student assessment schedule using 'For', 'As' and 'Of' provides teachers with clarity as to why and how they should be using them.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Use pedagogical reflections to consider target setting options.</li> </ul>



## Reviewers

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Rod Lowther  
Director, Public School Review

Matt Jarman  
Principal, Yanchep Beach Primary School  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

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## References

- 1 Cockburn Central Education Network
- 2 The FISH! Philosophy
- 3 Learn, Enjoy, Aspire, Focus
- 4 Positive Behaviour Support
- 5 Information and communication technology
- 6 Curriculum Leadership Team

