



Department of  
Education

**Shaping the future**

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

## Context

Opened in 2011, Aubin Grove Primary School, is located 27 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1068 (decile 2).

It currently enrolls 1019 students from Kindergarten to Year 6, and became an Independent Public School in 2012

Aubin Grove Primary School has the support of a School Board and the Parent and Citizens' Association (P&C).

The first Public School Review of Aubin Grove Primary School was conducted in Term 1, 2019. This 2024 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:

- Discussions and actions involving all staff in preparation for the Public School Review were based on the 2019 school review and provided opportunities to engage with the Standard.
- The school's Electronic School Assessment Tool (ESAT) submission included a wide selection of contextually relevant evidence and analysis. This demonstrated a clear alignment between the evidence presented and the factors impacting on the conditions for student success.
- The school has established a culture of embedded reflective practice, enabling staff to clearly articulate a shared understanding of current school performance and areas identified for growth.
- School Board members, P&C representatives and a range of parents participated candidly in validation visit discussions, reflecting a sense of engagement and investment in the school's ongoing improvement journey.
- A range of students provided valuable insights during a tour of the school about the staff, school and opportunities available to them, which added positively to the visit.

The following recommendation is made:

- Continue to routinely utilise the ESAT to embed ongoing cycles of self-assessment.

## Public School Review

### Relationships and partnerships

Aubin Grove Primary School, at its core, has established strong, trusting and mutually respectful relationships between staff, students, families and community members underpinned by the collective LEAF principles to Learn, Enjoy, Aspire and Focus.

### Commendations

The review team validate the following:

- A strong culture of collaboration between staff is based on mutual respect, transparency and a collective commitment to ensure success for every child. Staff feel valued, supported by the leadership team and commend school decision making processes.
- The school has prioritised building and strengthening community engagement with significant partnerships with Regent Gardens retirement village, Hammond Park Secondary College, Gold Intercultural Learning and Aboriginal community members and Elders who support the Reconciliation Action Plan (RAP) Committee.
- The School Board and P&C are effective in connecting the school to its community. The School Board provides governance and feedback to drive the strategic direction of the school. The P&C has supported the creation of a genuinely inclusive culture through community building and fundraising.
- The student support and engagement team provide comprehensive multilayered support to students and their families.

### Recommendation

The review team support the following:

- Continue to develop and refine the role statement of the student support and engagement team with defined measures to determine their impact and effectiveness.

### Learning environment

The school, under the guidance of a cohesive leadership team, has meticulously crafted a nurturing learning environment that prioritises safety and support. An atmosphere of orderliness, warmth and a genuine welcome to all, fosters a sense of belonging for staff, students and community members alike.

### Commendations

The review team validate the following:

- The FISH Philosophy is an embedded whole-school and community approach, guiding expected behaviours and interactions and developing resiliency in students. The establishment of a sensory room as well as areas set up in every cluster provides opportunities for students to regulate their behaviours and receive support from caring, competent staff.
- A whole-school consistent approach to the emotional wellbeing of students is provided through the implementation of Positive Behaviour Support incorporating the PERMAH (positive emotions, engagement, relationships, meaning, accomplishment and health) model and Geelong Grammar's Positive Education Enhancement Curriculum, providing guidance and incentives for students.
- Student voice, agency and leadership contribute to the notion of empowerment and school pride. There are opportunities for students to be involved in school improvement and engage with their learning.
- Staff demonstrate a high level of care and professional commitment towards students at educational risk as well as others requiring academic extension. Identification and individual planning are supported by 2 school psychologists, highly skilled education assistants (EAs) and teachers in conjunction with parents.
- The development of the Noongar Language Scope and Sequence, RAP and engagement with Aboriginal students and their families are providing genuine and authentic approaches to building and fostering cultural responsiveness.

## Leadership

Demonstrating high levels of professional integrity, the leadership team set a tone for the unwavering focus on excellence through quality teaching. The Principal strategically and expertly leads a professional, innovative and evolving team culture, centred on the best interest of students, through collaboration, consultation and evidence-based decision making.

## Commendations

The review team validate the following:

- School strategic and operational planning is aligned to the Department's direction with a focus on excellence in teaching and learning, building staff capacity and creating relevant and meaningful relationships and partnerships.
- Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms. A stable, distributed leadership model and use of the Western Australian Future Leaders' Framework empowers staff, providing opportunities to build their capabilities through professional learning provided by the Cockburn and Hammond Networks.
- Change is implemented in an inclusive manner with a focus on student success. All staff have a genuine voice in key decision making. The leadership team is mindful of workload and strives to ensure student success, whilst maintaining high levels of staff wellbeing.
- A range of student data is used to inform planning. Leaders meet with staff to analyse data sets and create units of work designed to address individual learning needs of students.
- A clear and embedded approach to performance management and development is evident. Staff reflect upon their practice and engage in observation aligned to school instructional priorities. EAs are provided with opportunities to engage in whole-school priorities and professional learning tailored to their needs.

## Use of resources

The school focuses on managing both human and physical resources to maximise opportunities for staff and students. Areas of high priority and robust decision making is based on evidence and linked to strategic and operational plans.

## Commendations

The review team validate the following:

- Through effective budget planning, administration, monitoring and reporting, the school complies with the Funding Agreement for schools. This has enabled the school to deliver a range of ongoing improvements related to curriculum delivery, social and emotional programs, school grounds and facilities.
- With representation from across the school, the Finance Committee meets regularly and ensure open and transparent decision making processes and oversight of the one-line budget. The School Board is kept well informed of the school's financial management processes.
- Workforce planning reflects thoughtful consideration to the existing staff profile and the future needs of students. It recognises the present staff experience and informs planning for the skill sets required to meet future school priorities and staff changes.
- A strategic approach has been taken to the management of the school's ICT<sup>1</sup>, with a comparative assessment made on purchasing versus leasing of equipment based on longevity and usage. The bring your own device program is well-managed with parents supportive of this initiative.
- Funding is directed to where it is most needed. This includes the additional employment of EAs to support students with imputed learning needs and delivery of intervention programs.

## Recommendation

The review team support the following:

- Proceed with the intent to achieve Apple Distinguished School status.

## Teaching quality

With teaching quality the vehicle for school improvement, staff demonstrate high levels of professional responsibility and personal accountability to excellence in teaching and learning. Shared staff beliefs support a commitment to regular analysis of data, collaboration, reflection and professional learning that enables connected practice to thrive.

### Commendations

The review team validate the following:

- Comprehensive operational and strategic plans and a collective understanding about excellence in teaching and learning is aligned to the Western Australian Curriculum.
- Shared beliefs, collaboration between phases of learning during duties other than teaching time and whole-school approaches to the delivery of curriculum are embedded with evidence-based programs to support literacy and numeracy instruction.
- The analysis of systemic and school-based data plays a pivotal role in informing teaching plans, with staff accessing the Student Achievement Information System dashboard to follow lines of enquiry and measure impact.
- The schools multi-faceted approach to differentiated teaching enables students at educational risk to be supported through assistive technology and intervention programs. A broad range of academic extension programs, informed by data analysis, are provided in English, mathematics, ICT, STEAM<sup>2</sup>, human biology and through participation in Tournament of Minds.
- Numeracy and literacy coaches and middle team leaders support staff across the school using an instructional coaching approach.

## Student achievement and progress

The school demonstrates high expectations for student achievement and progress and has embedded whole-school processes to analyse data and inform plans for improvement. This is contributing to an understanding of the value of evidence-based decision making to guide strategic and operational planning.

### Commendations

The review team validate the following:

- The school demonstrates a commitment to improving progress and achievement for all students while aligning targets to strategic and operational plans.
- A comprehensive and purpose driven assessment schedule guides the rigorous collection of a broad range of school and system data to monitor student progress at the individual and cohort level.
- Progress in NAPLAN<sup>3</sup> indicates that school-wide literacy and numeracy strategies continue to improve achievement rates.
- Staff are involved in moderation opportunities across phases of learning and have a collective responsibility for the achievement and progress of all students.
- Data suites and individual student information is shared with Hammond Park Secondary College, ensuring successful transition opportunities for Year 6 students.

## Reviewers

Natalie Tarr  
**Director, Public School Review**

Kristy Harrison  
**Principal, Noranda 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 to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

---

## References

- 1 Information and communications technology
- 2 Science, technology, engineering, the arts and mathematics
- 3 National Assessment Program – Literacy and Numeracy