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Education

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# Aveley Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto: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.

Currently, there are 621 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1016 (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).

The first Public School Review of Aveley Primary School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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:

- The school's practice of performance reflection against the intent of the Business Plan provided a base upon which to begin preparation for this Public School Review.
- Multiple sources of credible evidence were provided which underpinned judgements about school performance. All staff were able to participate in this process.
- A succinct domain overview summarised the key information resulting from the whole-school self-assessment.
- Evidence-based self-assessment is embraced by the leadership, staff, contributing partners and School Board. This ensured a positive approach to the validation phase of the review process.
- The school's leadership reported that the Public School Review provided an opportunity to acknowledge and celebrate the school's achievements and to focus on ongoing priorities.
- The validation visit provided an opportunity for the whole-school community to recognise and celebrate the positive educational practices embedded in the school over time.

The following recommendation is made:

- Consider using the Electronic School Assessment Tool to regularly collect self-assessment information across the domains of the Standard, to prepare for the next Public School Review and support continual momentum in school improvement.

## Relationships and partnerships

The community is actively engaged with the school and places high value on the authentic, productive relationships fostered between staff, parents and the wider community. Staff demonstrate strong positivity and motivation, working collaboratively with a clear focus on student success across all learning areas.

### Commendations

The review team validate the following:

- The school's reputation has been built on effective promotion and sustained success in arts and Aboriginal cultural initiatives. Signature examples include WAO<sup>1</sup> Sings and the diverse cultural engagement activities coordinated by the Harmony team.
- The School Board operates with strong processes that harness the capabilities of its members to advocate for the school. The Board provides strategic support and guidance for decision making and policy development.
- A committed group of P&C volunteers work strategically to enhance the school's development and support identified priorities.
- Evidence of clear messaging strategies and positive efforts to follow up on parent and community feedback underpin the school's communication with key stakeholders.

### Recommendation

The review team support the following:

- Deepen connections with families and the local Aboriginal and Torres Strait Islander community to celebrate and integrate cultural perspectives more fully into the school's practices and programs.

## Learning environment

Attention given to care, respect and student support has fostered a welcoming and safe environment for both students and staff. Students are enthusiastic advocates for the school's inclusive ethos and value the opportunities to develop positive relationships.

### Commendations

The review team validate the following:

- Students at educational risk are identified and provided with targeted, evidence-based interventions including tiered speech pathology support, MiniLit Sage and therapeutic horticulture in the Happy Kids Club to enhance engagement.
- A partnership with Real Schools has strengthened planning to foster empathy, accountability for positive behaviour and strong relationships within a restorative process. Behaviour expectations are explicitly taught and behaviour referrals to administration have decreased.
- Staff have strategically reflected against the Aboriginal Cultural Standards Framework and engaged Aboriginal community members to provide perspectives on building cultural safety within the school.
- The Wellbeing Committee has commenced work to ensure a safe, healthy and supportive workplace. A wellbeing and engagement census has been conducted to identify the specific needs of groups and individuals.

### Recommendations

The review team support the following:

- Refine and embed processes for supporting positive student behaviour to ensure consistency across the school.
- With the support of a committee and lead teacher use the National Quality Standard framework to guide improvement in the early years.
- Collaboratively create a health and wellbeing operational plan. Set and incorporate the yearly targets for student and staff wellbeing that align with the 2025 to 2028 Business Plan.

## Leadership

The leadership team strategically fosters a culture of collective responsibility for every child's success. High expectations are set for both staff and leaders, with collaboration driving an improvement agenda focused on maximising academic, social and emotional outcomes for all students.

### Commendations

The review team validate the following:

- Visible Learning strategies have been implemented and consolidated through instructional coaching. A team of trained staff provides lesson observations and non-judgemental feedback to colleagues, supporting consistent practice.
- School planning is collaborative, focused on identified priorities and strongly aligned to the Department of Education's strategic intent.
- Leadership development opportunities are offered to aspirant leaders through an expression of interest process, enabling them to build capacity, share expertise and plan career pathways.
- Staff are engaged in a continuous cycle of improvement focused on reflection, growth and development to achieve high expectations. Teaching staff use the AITSL<sup>2</sup> Teacher Self-Assessment Tool and allied staff use their job description forms and whole-school priorities to identify goals and areas for improvement.

### Recommendations

The review team support the following:

- Strengthen distributed leadership by developing opportunities and targeted support for aspirant level 3 classroom teachers.
- Adopt a clear change management process to achieve a sustainable rate of improvement and ensure embedded, low variance practice across the school.
- Continue to build capacity for instructional coaching and peer mentoring supported by clear communication of roles and responsibilities.

## Use of resources

The allocation and monitoring of financial and human resources are strategically aligned to school priorities, with a clear focus on enhancing teaching and learning outcomes.

### Commendations

The review team validate the following:

- A productive relationship between the manager corporate services, Principal, deputy principals, school officers, curriculum leaders and teams ensures that financial processes are well understood and effective.
- Forward planning, aspirational thinking and prudent action extend the value of resources, maximising their impact on student achievement.
- Targeted initiative funding supports staff and student wellbeing through the appointment of a wellbeing officer, strengthening the school's culture of care.
- Disability adjustment funding enables the provision of a speech therapy program to develop students' speech, language and literacy skills. This service also assists families in accessing external support for identified students.

### Recommendations

The review team support the following:

- Consider allocating funds flexibly to support leadership growth and succession planning.
- Incorporate targeted recruitment strategies, mentoring structures, and professional learning pathways into workforce planning to build staff agility and responsiveness to diverse student needs.

## Teaching quality

Contemporary curriculum and teaching is designed and delivered by skilled practitioners to meet the diverse needs of all students. Decisions about planning for learning are informed by research and shared beliefs about practices that positively influence student outcomes

### Commendations

The review team validate the following:

- High quality collaboration and targeted professional development underpin the growth of staff expertise in effective classroom practice. Regular review of student achievement and teaching practices has led to sustained improvements over time.
- Valued allied professionals contribute meaningfully to the implementation of planned educational programs. Their work focuses on providing support with high expectations of student success and fostering independence.
- Staff capability in digital tools for instruction is being enhanced, with practice aligned to the Substitution, Augmentation, Modification and Redefinition model. This integration supports student agency, extends explicit teaching and enriches engagement.
- Staff are encouraged to engage in targeted professional learning, reflect against the AITSL Standards for Teachers, and set professional goals to strengthen practice.
- Student progress is communicated to parents regularly through both formal and informal channels. Personalised learning plans are discussed where appropriate, ensuring reporting celebrates student learning and growth.

### Recommendation

The review team support the following:

- Measure the impact and strengthen the consistency of pedagogical practice through alignment of the Aveley Primary School pedagogical framework with Teaching for Impact and Visible Learning concepts.

## Student achievement and progress

The school-wide collection of systemic and school-based data is both instructional and comprehensive. Staff consistently analyse this data to plan for ongoing achievement and progress across individuals, targeted student groups and cohorts.

### Commendations

The review team validate the following:

- A well-designed schedule integrates systemic tools (NAPLAN<sup>3</sup>, PAT<sup>4</sup>, Brightpath) with school-based assessments (DIBELS<sup>5</sup>, Minilit, Elastik) to track progress and identify individual learning needs.
- Curriculum leaders work closely with year level teams to analyse data, set SMART<sup>6</sup> goals and develop operational plans that embed targeted strategies for improvement of student outcomes.
- Targets from the 2021–2024 Business Plan were met, including performance at or above like schools in Year 3 and Year 5 NAPLAN for the stable cohort and alignment of NAPLAN results with grade allocations.
- Staff engagement with the School Curriculum Standards Authority (SCSA) Judging Standards has strengthened assessment comparability. Moderation processes are embedded across all year levels, ensuring consistency of teacher judgements and alignment with SCSA standards.

### Recommendations

The review team support the following:

- Develop a whole-school enrichment framework to support high achieving students to reach their potential.
- Extend moderation activities to improve grade allocation for science.
- Strengthen data literacy across all staff through targeted professional learning including expanding the use of Brightpath to include writing for comparative analysis.

Reviewers	
Jennifer Graffin <b>Director, Public School Review</b>	Samantha Tingle <b>Principal, Brentwood Primary School</b> <b>Peer Reviewer</b>

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 West Australian Opera
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy
- 4 Progressive Achievement Tests
- 5 Dynamic Indicators of Basic Early Literacy Skills
- 6 Specific, measurable, achievable, relevant, time-bound